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HOME ROOMS
Organization, Administration
and Activities

THE EXTRA CURRICULAR LIBRARY

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The Extra-Curricular Library

HOME ROOMS

Organization, Administration and Activities

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NEW YORK
A. S. BARNES AND COMPANY
INCORPORATED

1930

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FOREWORD

The Home Room is a primary unit in educational organization. It corresponds to the family in the social structure. The creation of school consciousness, wholesome attitudes and relations, a definite concept of socialization and a full realization of individual responsibility can be best fostered and promoted through the Home Room plan. It offers many opportunities and activities that find difficulty of expression and interpretation anywhere else.

Whether the Home Room is an established part of the school system or is yet to be sponsored, HOME ROOMS offers many new ideas and suggestions regarding the organization, administration and activities of Home Room groups. Special emphasis has been given to organization. The technique presented has been found helpful and satisfactory. It should meet most conditions. Special attention is called to the objectives of Home Rooms. Mr. Evans has made extensive studies of these and they should prove of real value to the teacher-leader. The administrative factors of Home Rooms are interpreted through many hints and practical ideas. This is a book of guidance for the home room supervisor or sponsor.

Perhaps the best contribution the volume makes is the presentation of many Home Room activities, proj-

ects and programs. The teacher-leader will find detailed information to direct Home Room activities. This material will serve for a number of years. It should also apply to various types of grouping. HOME ROOMS is a practical volume. The authors have had years of successful experience in directing Home Room programs. The volume comes to the school world with practical values assured.

HAROLD D. MEYER.

CHAPEL HILL,
January, 1930.

PREFACE

THE Home Room Organization has become so prevalent in modern secondary institutions that it needs little defense, and not a great amount of explanation. The purposes of this book are:—

A. To review briefly the development of general extra-curricular practices.

B. To set up the general objectives of the Home Room Organization.

C. To justify the organization.

D. To explain each step in the organization of and carrying out of a Home Room program.

E. To offer a number of successful projects in Home Room Activities.

Let it be understood that the authors are not attempting to be comprehensive in detail in setting up the historical development of modern practices. The objectives which they will set up are those in which they believe. They do not include all those included by the accepted authorities. These objectives are forward looking and idealistic as they should be in a program so new and so fraught with evidences of "trial and error."

The justification is largely in the objectives and would not be included except that this volume is to

be the handbook of the young administrator who wishes to install this service institution and will, therefore, need all the arguments available in coping with the conservative who feels we are diverging far from the old traditional subject matter of instruction.

In explaining the steps in setting up the organization and the process carrying out the programs it is not to be thought the authors feel this is the only procedure. Quite likely the same programs will not work satisfactorily in any other school organization without minor or possibly major changes. The evidences are concrete. Theory will be left out except in a few matters where there is much controversy and in those instances the authors attempt to justify the decisions which have been made.

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HOME ROOMS

Organization, Administration and Activities

PART I

OBJECTIVES—ORGANIZATION—ADMINISTRATION OBJECTIVES

The Development of Extra Curricular Activities

SECONDARY Education involves much activity. The activities within the curriculum have been accepted as long as there has been a school. The activities without the curriculum have grown up slowly and have been slowly accepted as a valuable part of the activity of the school. Most modern schools have made progress in curricularizing these activities. Yet for want of a better name we still refer to practically all activities other than the formal study of set-up school courses as extra curricular activities. Let it be understood in this further study that the authors feel the name *extra curricular* is not exact. Yet by usage it has come to denote those matters which may be within or without the curriculum and all matters other than the long accepted formal curricular studies.

For decades there were minor forms of athletics participated in by members of the secondary school

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organization but they were looked upon by the masters as necessary adjuncts which added not in the least to the value of the school. Gradually all these have been regulated and used. Forensics, music, intramural competition, parliamentary procedure and a host of other activities have been adopted, regulated, stressed, and advocated. They are now an integral part of our secondary school system.

Before secondary education became so popular and so necessary the enrollments were small and every teacher knew all the pupils with whom he came in contact. Then the story of Mark Hopkins and Garfield with the log as a connecting link was popular and applicable. Note the rapid increase in enrollment, the approaching universality of secondary education, the increase in teachers' salaries, the studies of the experts which show instruction may be just as scientific, just as effective, and probably just as valuable in large classes as in small classes. It would be impossible for the teacher of to-day to assume Mark Hopkins proportions with the one hundred fifty pupils he meets every day. A recognition of this fact is basic in the reasoning supporting the Home Room program.

To serve the Mark Hopkins function there must be established rapport between teacher and pupil which is far more effective than is necessary in leading the thoughts of a pupil as a member of a class. An enthusiastic and able teacher is well able to conduct the thinking of a large group of pupils who are being conducted along the corridors of the homes of our

ancestors trying to determine the underlying causes and principles of the great forward movements of a people. But no matter how able or how enthusiastic that teacher, he is unable to justly and ably cope with the personal problems of one of those individuals until he has established himself as one informed of the individual conditions faced by this pupil and is one in whom the pupil has confidence. The pupil is able to do mass thinking and be led with a large group in a number of the formal curricular courses but one cannot solve personal problems of vocation, social attitudes, group relations and so on, without taking into his reasoning the many personal factors.

Personal Supervision

In recent literature many references are made to the increasing need of personal supervision of the individual pupil. Quotations follow from the writings of Judd, McKown, Morrison, and Reavis which indicate the consciousness of those leaders to this need. While the Home Room is not directly mentioned it is evident the objectives set up are based on the same general need as indicated in these quotations.

It is manifestly unfair both to the pupil and his parent for the school to allow a maladjusted pupil to drift along through an entire semester or year and then brand him as a failure without having really made a constructive effort to diagnose his case and to supply the remedial treatment needed. A thorough appraisal of the progress of every maladjusted pupil should be made by each teacher not later than the middle of each semester as a timely, precautionary measure of averting failure.¹

¹ W. C. Reavis, *Pupil Adjustment*, p. 92. New York: D. C. Heath & Co., 1926.

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1. To prepare the pupil for life in a democracy.—If he is to live in a democracy, it is but reasonable that he should be prepared for it, not only by learning about it, but also by having actual contact with it. The early life of a child is not democratic; of necessity it is largely autocratic. He is restricted in many ways by his parents and his teachers. He must be restricted because he is not born an adequate social being. Training in habits is necessary, too, because he has not arrived at the point where he can reason about ideals and practice them. Consequently, he must be made to do certain things in certain ways. Now, as he nears the time when he will take his place as a free man he must be taught the obligations and responsibilities of his coming membership in a democratic state. If he is not taught to assume these duties gradually and thoroughly, he will not be able to perform them successfully when they are thrust upon him. Training in a democracy is the best preparation for membership in it. If the school is so organized and administered that the student has opportunities and responsibilities somewhat similar in a small way to those he will have later as a grown-up citizen, he will be the better able to meet and discharge these responsibilities.

2. To make him increasingly self-directive.—The child must be brought gradually from the place where he is unable to control himself to the point where he is master. Here again it is a matter of a few ideals and much proper practice. It is interesting to note that many boys and girls who fail in conduct during their first year at college or away from home are those whose parents watched them most anxiously at home. There they had little or no practice in controlling themselves and in directing their affairs, and consequently, they had not developed these abilities. They were lost, and the things they did were usually not the wisest. Here again, extra curricular activities provide numerous opportunities in which the student may gradually assume increasing responsibility for his own direction.¹

When we turn back in retrospect to the small village or country school of other days, and to the small college, we find a situation in which the schoolmaster could oversee the development of all his pupils. The president of the small college frequently felt called upon to exercise a pastoral function over the students committed to his care. Schools were small and all the members of the faculty or teaching staff could know all the students or pupils. The curriculum was simple and extra curricular activities were not known under that name. These old schoolmasters were obliged to depend upon

¹ Harry C. McKown, *Extra Curricular Activities*, pp. 4-5. New York: The Macmillan Company, 1927.

common sense and their humanitarian inclinations in the guidance of their pupils, for they had not a tithe of the instrumentalities for the study of the individual with which we are equipped to-day. As schools increased in enrollment, organization became necessary and organization took the course which we have repeatedly noted and criticized. System and not the pupil came to occupy the pedagogical mind, and the small school tended to copy its larger contemporary. Schools came to be judged by the system which they employed and not by their adaptation to the requirements of the particular situations in which they were supposed to function. Witness, for instance, the futility and incongruity of the eighth-grade system as applied to the one-room country school and the strenuous efforts of rural boards of education to make over the countryside in order to get a situation appropriate to eighth grade.

Now the modern school has to be organized so as to do systematically and on a large scale what could be done and often was done by the old village schoolmaster who was pastorally inclined.¹

There is no sphere of experience more difficult to reach by the methods at the command of the teacher than the sphere of personal feelings. Feelings are so subjective in character, so accidental in origin, and often so unsocial that the teacher has no access to them by the ordinary classroom methods. Personal conferences are sometimes effective, but, in general, the way in which the school can most effectively deal with emotional life is to set up a series of wholesome habits of response and a series of motives of behavior which will gradually absorb the pupil's energy and thus correct any maladjustments which may have arisen.²

Problems

Four problems, which are closely related to this discussion, have entered into the great growth of secondary education:

- I. The increase of the pupil-teacher ratio makes it imperative some method be devised whereby

¹ Henry Clinton Morrison, *The Practice of Teaching in the Secondary School*, pp. 640-41. Chicago: The University of Chicago Press, 1926.

² Charles Hubbard Judd, *Psychology of Secondary Education*, p. 63. New York: Ginn & Co., 1927.

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pupil-teacher rapport may be established and consequently that we may regain some of the values of the little red schoolhouse which have been lost in our rapid advancement.

- II. The great need for the many extra curricular activities has called for a form of organization which will facilitate the management of the numerous branches of these activities.
- III. In our anxiety to offer the wealth of material valuable and necessary in secondary education we find it impossible to allocate all of the items which come up in the regular courses.
- IV. Since we are anxious to give all of these people citizenship practice it becomes increasingly a problem as to how enough activities may be provided that every pupil will have an opportunity to participate.

The Objectives of the Home Room Program

There is one major objective and there are three secondary objectives of the Home Room Program.

- I. The major objective is to establish a pupil-teacher relationship and subsequent understanding which will enable the teacher to become the personal adviser to a pupil along those lines which come under the educational responsibility.
- II. The secondary objectives are:
 - a. Administrative Efficiency: This organization

gives small administrative units which are of inestimable value in setting up ticket sales, conducting school activities, etc.

- b. Curricular Enrichment: The outlines for study in the Home Room period may and do include materials which are of value and yet those which do not seem to logically fall in any of the particular fields.
- c. Pupil Participation: In a large school it is possible by using this complicated mechanism to afford many opportunities to each pupil to participate in the varied activities of the school. Naturally in creating more organizations, more opportunities are created for citizenship participation.

The *major objective* is to establish a pupil-teacher relationship and subsequent understanding which will enable the teacher to become the personal adviser to a pupil along those lines which come under the educational responsibility.

As has been indicated in the opening pages of the book, the great problem which is to be solved by the Home Room organization is that which has been brought about by the lost personal touch. We may pursue practices of mass education but, as we shall refer to constantly in this volume, we cannot give personal vocational and social advice in groups. The backgrounds are not the same, the foundations vary, environments are entirely different. The major objective therefore is to work out a device whereby each

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teacher will assume responsibility for some small integral unit of the school and make the problems of those individuals his problems for the sole purpose of aiding those pupils in planning the future. This, then, is the major objective. The secondary objectives are incidental but when the teacher is presenting the Home Room plan to the pupils the secondary objectives must assume major proportions and the major objective must be entirely obliterated. If the pupils in the Home Room knew that the chief purpose of the Home Room was to furnish a laboratory in which the teacher would pry into their souls and worse yet, into the souls of their ancestors, they would immediately assume a pose and veneer which it would be impossible to penetrate. All three secondary objectives are vital in the life of the pupil and they can be so set up that the pupil will never be conscious of the major objective.

The first secondary objective is administrative efficiency. The leaders in secondary education are advocating an increase in personnel officers. Two objections are raised to this. First, our Boards of Education are not to the place they are willing to finance additional administrative officers, and second, if they were able to finance these officers there are too few people prepared to formulate and carry on the program. Therefore this personnel work must be assumed by the teacher. The administration of a large school system becomes easier if more units are introduced but in the Home Room organization the

entire school is divided into small units of twenty to forty each and these units are the ideal size for administrative manipulation. Each of them should be thoroughly organized with the officers usually found in such an organization. Each carries out its own program, each competes with other units of its own rank, thereby affording good bases for intra-mural organization.

The second secondary objective is curricular enrichment. In making out a course of study for high school, one would constantly run across items of information, practices, and procedures which do not logically fall in any course and in addition to that, in a number of courses would find small units which should be available not only to the people enrolled in that department but to all pupils in the school. Therefore the outlines for study in the Home Room may be so developed that they will include these matters of interest which might otherwise be left out.

The third secondary objective is increased pupil participation. We are constantly increasing the pupil participation in the classroom. In order to make of him a participating citizen in the common affairs of the community he should be given an opportunity to participate widely in the citizenship activities of the school. As will be indicated in the definite organization which will be proposed, pupils operating in a school dominated by a Home Room organization have unusual opportunities to take places of responsibility in school life. In extra curricular activity books to

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be found at present a list of numerous Home Room objectives are given. Meyer¹ lists the following twelve:

1. They are generally natural units—groups with common interests and somewhat similar goals.
2. Being small units they are workable in size.
3. They offer an effective agency to carry out administrative policy.
4. Where there are demands made by school laws the unit offers an avenue through which the laws may be interpreted and enforced.
5. They are a place where intimate contacts and associations are made and utilized for individual and social growth.
6. From this unit as a basis larger units are made possible and workable.
7. Its immediate affairs are studied in connection with the larger group as well as affairs from within.
8. They offer advantages for keeping records of scholarship, attendance, health charts, and activities.
9. Personal attention may be given each student. This allows the teacher real services in guidance and supervision.
10. A basis for mass opinion and participation. Opinion is created which molds into student opinion in mass action.

¹ *A Handbook of Extra Curricular Activities in the High School*, Harold D. Meyer. 1926, A. S. Barnes & Co., New York.

11. They are the place to cultivate social habits of the best type and mold social patterns.
12. Conversation, standards of conduct, group loyalty, obedience, and many other social characteristics are developed there.

Roemer and Allen¹ list twenty-one divided into three groups; general, relating to the individual, and relating to the group.

The author has seen many of these lists. All are acceptable, however the details in all these can be classified under the list of objectives which has been set up.

ADMINISTRATION

Home Room Director

It is quite evident that this intricate organization will take quite a little administrative time in setting up and checking the program. It may be the Principal will have time enough to perform these duties but it is quite likely he will wish to delegate that authority to an Assistant Principal, a Director of Extra Curricular Activities, or a Home Room Director. The title is unimportant. The duties are quite important. In the faculty there will be those teachers who immediately understand the policies and principles of the Home Room and put them into practice. On the other hand, there will be a number of faculty

¹ *Extra Curricular Activities*, Roemer and Allen. 1929, Johnson Pub. Co., New York.

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members who will find it difficult to encourage and carry out an efficient and satisfactory Home Room plan. The Home Room Director will here lend assistance. The Home Room contests require careful planning and plenty of publicity. Programs must be improved, entertainment committees given assistance, reports checked and filed, along with many other activities. These duties in a school containing forty or fifty Home Rooms, if carefully performed, will occupy the equivalent of at least one-half if not all of one teacher's full time.

Organization Methods

In setting forth a Home Room program it is necessary that each teacher or each school devise some form upon which to record the personal data collected by the Home Room teacher. Winfield High School developed the card indicated in Figure 1. Note that the upper part of the front of the card is given to that personal data which is general to all types of pupils. The square in the center is for the I. Q. It is not designated as such because pupils sometimes gain access to these cards and it seems not advisable that they understand what that figure is. Since Home Room teachers, of all people, should never classify pupils as dull or bright on the basis of an intelligence quotient, they should be urged to use this information for the purpose of helping the child and not for the purpose of classifying him. The instruction regarding the manner of the use of the intelligence quotient

~~time~~
would take much more space than it is possible to give in this book.

Much care should be exercised in filling out this card since the kind of activities in which the pupil participates and the amount and kind of employment he has outside of school are vital to his school success. The pupil from the wealthy home who has no need of employment outside of school in order to furnish the money he might need should participate to a great extent in the activities of the school. The Home Room teacher can here render a great service to the wealthy homes or better class homes by urging these pupils to make use of their leisure time with varied school activities. On the other hand, those pupils from the poor homes where it is sometimes a great financial burden to keep the children in school through the high school period should be encouraged to make the best possible economic use of their time. In some instances this will be the securing of employment and partially supporting themselves during the school years. In other instances it may be doubling the work to such an extent that the period of preparation may be lessened and the age of dependence lowered. On the lower part of the card is a space for the subject and room assignments of each pupil and a space for the recording of the six weeks' grades. An administrative service can be rendered by the efficient use of these cards if the grades are recorded on the Home Room cards from reports given directly by the teacher from whom the pupil takes the subject. If

no error is made in this transaction it will be much easier for the central office to copy these grades from the Home Room cards than it would be to gather together all the reports from the individual teachers.

The Home Room teacher needs these indications of scholastic success in order to intelligently advise with the pupil regarding his past, present, or future activities. The back of the card is left blank and the space there is the most valuable because on it are recorded the personnel data which have been obtained by the Home Room teacher. At least once each week the Home Room teacher should check through the entire list of the class and determine at that time how many activities and what activities each pupil has participated in during the previous interval. A notation of that should be made on the back of the card. Whenever the pupil participates in a Home Room program, such facts should be noted. If he represents his school in inter-scholastic competition, if he has had disciplinary troubles, if he has rendered a service to the school, if his family have come into prominence through unusual social or antisocial activities, if he has been called before the police judge for breaking speed laws, if his employer has informed you of improvement or vice versa in his work, all these matters are personnel matters which should be indicated on the card. These cards are cumulative and it can readily be seen, an unusually active pupil might furnish information which would fill two or three or

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four cards in one year. At the end of a six-year period in high school the Home Room teacher will have in her file the cards following the six-year history of that student. Then when any questions regarding attendance, discipline, vocational choice, or any other personal matter arises, she has a case history covering six years upon which to base her judgments. In addition to the activity information which has been mentioned and which would be listed on the back of this card, the Home Room teachers are also urged to make definite case study of one or two people in each Home Room during the year. As a foundation of that case study the steps set up by their "California Bureau of Juvenile Research Bulletin No. 10" are given them.

1. *Chronological Data*: Includes date and place of birth, with important events during development period.
2. *Intelligence*: Results of tests, measurements, observations, and opinions of persons who have known propositus.
3. *Temperament*: Refers to the expression of character in the form of mood. Ranges from pathological depression (hypokinesis) to pathological excitation (hyperkinesis). The common classifications are phlegmatic, calm, moderate, active, and excitable.
4. *Other Mental Conditions*: Refers to mental conditions and expressions which are not strictly intellectual or temperamental.

5. *Physical Condition*: Includes personal description, results of medical examinations, physical tests and measurements, and physical developmental history.
6. *Moral Character*: This refers to that phase of the individual make-up "which produces in varying degrees adaptation and conformity to social custom." Includes trustworthiness, honesty, personal habits, religious attitude, etc.
7. *Conduct*: Detailed account of behavior, including misconduct and conditions under which good conduct is obtained. Details of offenses committed.
8. *Associates*: An account of the subject's choice of companions or of the kind of company kept.
9. *Amusements*: Favorite pastimes, with extent and result of indulgence.
10. *Education*: School attainments and progress, determined by (a) standardized tests and measurements in school subjects and (b) interviews with teachers and principals.
11. *Vocational Record*: Kind and extent of employment with indications of success. Special abilities or disabilities. Judgments based upon psychological, educational, and physical examinations.
12. *Home Conditions*: Detailed account, based upon Whittier Scale for Grading Home Conditions.
13. *Neighborhood Conditions*: Detailed account, based upon Whittier Scale for Grading Neighborhood Conditions.

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Education has suffered from the statistical studies made by men in the field which have been made purely for the purpose of designing artistic graphs or beautiful pictures. Teachers should be urged to take time for case study only for one or two purposes. Either the material which is to be secured is to be used by that teacher for the purpose of improving the pupil who is being studied or the material is to be used by some personnel officer for the identical purpose.

Kinds of Organization

Home Rooms are based on about as many different kinds of organizations as there are Home Room plans in use. Some divide their group alphabetically in order that the Home Room groups may be as representative of the school as possible. The group may be divided according to sex but then a great number of interesting activities must be left out. Some schools use the geographical method of dividing and in that way tend to continue the grade school or ward school groups. The plan proposed is a combination of groupings, all of which tend to divide the group on an ability basis. In the first place the Home Room group should be a continuation of one of the class groups. In that way an administrative convenience is added because one less class change need be provided. Also, this is a great aid to the Home Room teacher in learning all he can about his Home Room pupils. He has his Home Room group under two significantly different atmospheres; first the atmos-

phere of a class room, and second the atmosphere of the Home Room. He will be looking at the pupil from two entirely different angles. This difficulty, however, arises; it may take quite a little education to get the teacher to see that the Home Room period was not intended for a study period for the preceding recitation. It may be also a little difficult for him to change completely and conduct the Home Room as a Home Room and not as an additional class. Another argument for ability grouping in the Home Room is that this gives an opportunity to every pupil to hold office, serve on committees, participate in Home Room programs, and compete in inter-Home Room activities. It is easily seen that if the group were not homogeneously divided, that the upper level of the group might do all the parliamentary work and furnish all the officers while the lower half of the group would be entirely left out unless there happened to be enough "brawn opportunities" provided.

Time

Since some of the administrative functions are to be performed by the Home Room, the Home Room period should nominally be held every day. A TEN-MINUTE REPORT PERIOD IS NOT A HOME ROOM PERIOD. If the Home Room period is organized merely as an administrative device it is not a Home Room. The plan which the authors recommend is indicated on the chart in Figure 2. A study of this chart shows immediately that the forty-minute period

follows the second regular period in the morning and that it is an activity and Home Room period. On one day every week the senior high school holds an assembly and on another day each week the religious organizations meet and once each two weeks each class holds a class assembly. This means that in two weeks, five full Home Room periods are available for Home Room work. Now let it be thoroughly understood that a Home Room period can be a Home Room period without a program having been prepared. The period may be used for notation of activities of the previous week as discussed earlier in relation to the Home Room card. It may be used for personal conference with individual pupils, or it may be used for a prepared Home Room program, parliamentary practice, general discussion, or any other of the multitudinous uses for which a Home Room is available. In addition to these five forty-minute periods every two weeks, five or ten minutes should be taken each day from the adjoining class period for the transaction of the administrative jobs which have been assumed by the Home Rooms.

Contrast this generous time allotment with the so-called Home Room periods in a number of schools which allow the time from eight-thirty to eight-forty each morning for Home Room period. The pupils then go to some other teacher in some other part of the building for recitation and do not see the Home Room teacher again during the entire day. Under this proposed plan the Home Room pupils are with the Home Room teacher an hour and forty minutes

FIGURE 2
SCHEDULE OF ACTIVITY PERIOD

Day	First Week	Second Week	Third Week	Fourth Week
Monday	Senior Class Assembly Jr. High H. R.	9th Assembly 7th, 8th, H. R. Sr. High H. R.	7th Assembly 8th, 9th, H. R. Sr. High H. R.	8th Assembly 7th, 9th, H. R. Sr. High H. R.
Tuesday	Sr. Hi-Y Sr. Y. W. Jr. High H. R. Student Senate	Sr. Hi-Y Sr. Y. W. Jr. High H. R.	Sr. Hi-Y Sr. Y. W. Jr. High H. R. Student Senate	Jr. High H. R.
Wednesday	Jr. Hi-Y Jr. G. R. Stud. Counc. Sr. High H. R.	Jr. Hi-Y Jr. G. R. Soph. Assembly Jr. Sr. H. R.	Jr. Hi-Y Jr. G. R. Stud. Counc. Sr. High H. R.	Jr. Hi-Y Jr. G. R. Jr. Assembly Sr. Soph. H. R.
Thursday	Jr. High Assembly Sr. High H. R.	Jr. High Assembly Sr. High H. R.	Jr. High Assembly Sr. High H. R.	Jr. High Assembly Sr. High H. R.
Friday	Sr. High Assembly Jr. High H. R.	Sr. High Assembly Jr. High H. R.	Sr. High Assembly Jr. High H. R.	Sr. High Assembly Jr. High H. R.

or a recitation period and forty minutes every day except the two days per week when they are participating in the high school assembly or in one of the two religious organizations of the senior high school. The same plan is carried out in the junior high school with the exception that the assemblies are held on Thursdays instead of Fridays.

Class Assemblies

In order to provide more large group assemblies with as little class loss as possible, quite a number of schools have devised the class assembly procedure. It will be noted in the program set up in this chapter that opportunity is provided for each class to hold one class assembly during each month. These are in addition to the regular weekly junior high and senior high assemblies. Therefore, six extra opportunities for pupil participation in assembly programs are afforded. It has been found quite convenient to have the Home Rooms prepare and put on the programs for the class assemblies. Home Room time is used to plan the program and, in some instances, Home Room time is used to prepare the program. Planning, preparing, and presenting these programs are more valuable to those pupils than listening to the programs is to the hearers. Therefore, it is consistent with good educational practice to allot some Home Room time to this type of practice, providing always that the assembly programs must make people

happy, better, more intelligent and never be frivolous entertainment with no value.

Administration Procedure and Forms

In connection with the general administration of a Home Room program there are a number of forms which may be used to administrative advantage. It is not the purpose of this book to detail administrative procedures nor to list the forms which are to be used. Every institution will probably develop case study forms which will make easier the clerical work which must be performed by the Home Room teacher. A few of the forms are illustrated which seem especially adaptable to the successful administration of a Home Room program.

Figure 3 is the card upon which the organization makes its first report. After the Home Room is completely organized and all officers have been elected and the committees have been appointed, this card is filled out completely and turned in to the Principal or the Home Room Director. The card should then be filed by the director of the Home Room Activities who will be able to call in those people who are responsible whenever she wishes to direct the entire group of Home Rooms in any piece of work. If the Thrift program of the school seems to need more publicity the teacher may call in the thrift directors for a short presentation of materials which are to be carried back to the Home Rooms by the thrift directors.

FIGURE 3
REGISTRATION OF ORGANIZATION
WINFIELD JUNIOR-SENIOR HIGH SCHOOL

Name	Date	Month
		Day
		Year
President	Vice-Pres.	.....
Secretary	Treasurer	.....
Other Officers .....		.....
Standing Committees .....		.....
.....	
Purpose of Organization .....		.....
.....	
Conditions of Membership .....		.....
.....	
Faculty Advisers .....		.....
Dues	Constitution	Filed
Time and place of regular meeting .....		.....
Outside interest or affiliation .....		.....
[Membership list on reverse side]	Approved .....	.....

Figure 4 is the form used for the report of all social functions. Social training should be given in secondary education. We have all attended parties and other social occasions where the program was not prepared in advance, where the directors were lacking in initiative and where because of the failure to prepare for the affair it was a rather dismal failure. These cards may be demanded at least one week before the date of the party and the committees must have met and made definite and detailed plans before the card is turned in. The social costs of our high schools seem to be mounting and by demanding these reports before parties are given the administrative officers will be able to curb the rising and almost prohibitive expenses of the extra curricular costs of high school pupils.

Two Home Room parties per year are probably sufficient. One may be held each semester. The expenses must be kept to a minimum with ten cents, probably the best, per pupil cost. In that way the parties will not become burdensome and at that rate more ingenuity will be shown by the committees in preparing eats, decorations, etc., which will keep within the ten cents per capita charge. The card should be demanded several days before the date of the function and after the function should be returned to the chairman of the party committee for a final report on the party. At this time, too, the sponsor should be given opportunity to register the report of the party in which should certainly be indicated any happenings which were not entirely to his lik-

FIGURE 4
REGISTRATION OF EVENTS
WINFIELD JUNIOR-SENIOR HIGH SCHOOL

Date Reserved	Date
Type of Event	Organization
Time: From	Place
Purpose of Event	To
Guests .....	.....
.....
Committee Chairman:	.....
Head Chairman .....	.....
Reception .....	.....
Refreshments .....	.....
Others .....	.....
Plan of Event .....	.....
.....
.....
Invitation or Publicity Arrangements .....	.....
.....

NOTE: On the reverse side of this card is recorded the following:

[Over]

Refreshment Arrangement:

.....

Transportation Arrangement:

.....

..... Method of Financing

..... Estimated Expenses Per Person

Final Report:

..... Disposal of Proceeds

..... Expenses

..... Net Profit

..... Suggestion for next time

.....

.....

..... Approved

.....

ing—not for the purpose of criticizing the pupils who gave the last party but that succeeding parties might be free from such unpleasantnesses.

Home Room Parties

Home Room parties should be held in the school building and either during Home Room time or immediately following school in the afternoon. Quite enough social functions are now provided for children in the evening and it does not seem consistent with good educational procedure to permit Home Rooms the privilege of having night parties which would mean quite a little expense and a great amount of extra trouble. Most schools have special apartments, unused rooms, recreation halls, or some rooms of that character which are available for school parties during school time. I advocate strongly the use of the Home Room period for the party, that the time will be occupied by games which must be arranged in advance, and the serving of light refreshments which must always be healthful and of sufficient lightness that the luncheon appetite will not be completely lost. We can easily fit this kind of a program into the advocated ten cent per member assessment.

Point System

Vaughan¹ explains in detail the manner in which a point system may be operated in a high school.

¹ Vaughan, T. H. *Point System and Record Card for Extra Curricular Activities*, School and Society, Vol. XVI, pp. 745-747, December, 1922.

The system which he explains is so developed that when a pupil has earned eighty activity points he is granted one unit of credit which may count as one of the seventeen units required for graduation. It is advisable to use some point system in connection with the Home Room since the third secondary objective of a Home Room organization is to increase pupil participation. Pupils will be much more anxious to increase their participation if some school recognition is given for wide and satisfactory participation. As an additional incentive to earn more activity points the eight seniors each year who have earned the greatest number of activity points are granted a school award which, in the case Vaughan writes about, is a silver W.

Figures 5 and 6 illustrate the card which is used in petitioning for these activity points and also the weight granted to various activities. Note particularly that one entire division is given to Home Room officers and Home Room activities.

Record Graph

Figure 7 is a graph which may be prepared and given each Home Room at the beginning of the year. On this graph may be charted the success of the Home Room for the year. Note the graph is and should be on a percentage basis. In this manner the small Home Room has as much opportunity to succeed as does the large Home Room. If one Home Room has twelve members and sells twelve tickets to a school

FIGURE 6

The following list gives the maximum number of merit points that may be earned in the various activities of the school. Eighty points may be presented at the end of senior year for one unit of credit in extra curricular activities. (Forty points for one-half credit, etc.) Each year the eight seniors having the highest number of points shall receive a school citizenship emblem, providing each has a minimum of 160 points, 80 of which have been won in activities for which no award is given.

COUNCIL			
President	25	Inter-Society Tennis . . .	5
Secretary	12	Inter-Society Debate . . .	8
Other Officers	8	Other Inter-Society Contests	8
Representatives	8	BASKET BALL, FOOTBALL, TRACK,	
CLASS		TENNIS, AND GOLF	
Senior President	14	Captain of First Team . . .	14
Junior President	12	First Team	12
Sophomore President	12	Captain of Second Team . .	11
Other Officers	8	Second Team	10
Lead in Play	9		
Part in Play	6	Debate Team	12
SOCIETY		Second Debate Team . . .	10
President	14	Representatives in Music and	
Other Officers	8	Forensic Contests	12
Lead in Play	9	Stock Judging Team . . .	12
Part in Play	6	Representatives in Typewrit-	
Part in Programs	3	ing	12
Y. W. C. A. AND H-Y.		MISCELLANEOUS	
President	15	Cheer Leader	12
Other Officers	8	Assembly Program	3
Lead in Play	9	Lead in All-School Program .	9
Part in Play	6	Part in All-School Program .	6
HOME ROOM		Chairman of Standing Com-	
President (one semester) . . .	5	mittee (Major Organiza-	
Secretary (one semester) . .	4	tion)	8
Other Officers (one semester)	3	Members of Standing Com-	
Basket Ball Team	5	mittee (Major Organiza-	
Program	2	tion)	7
INTER-SOCIETY		Chairman of Temporary Com.	4
Inter-Society Basket Ball . . .	5	Member of Temporary Com.	3
Inter-Society Track	5	Minor Club Officers	5
		Managers (Stage, Property,	
		Business)	6

Any other activity which involves responsibility—not in connection with work for which credit is given—may count for points.

play they should and do get the same credit on the chart as the Home Room with forty members which sells forty tickets. Many opportunities may be seen for registration on the chart. Sale of tickets for various school plays and games, subscription to the school paper and to the school annual, scholarship contest, and other activities may be made the bases for contests between Home Rooms. Too many such contests should not be engaged in or the spirit of contest will die. In the basket ball tournaments conducted between Home Rooms, percentages are worked out on the games won and lost basis and these may be plotted on the chart. In your system you will find certain Home Rooms becoming natural rivals and competing with each other at every turn. These rivalries may be created by a friendly rivalry between the teachers, by Home Rooms made up of groups which are naturally competitive, and the Home Room Director will find ample opportunity to bring about the competitive spirit between Home Rooms. Casual questions directed to the officers of a Home Room well down the scale of Home Room efficiency will usually bring about added effort. The ambitious Home Room teacher or the Home Room officers who are ambitious to succeed will be able to keep any Home Room up in the yearly struggle for Home Room superiority.

Key for Home Room Record Graph

The number at the left indicates the vertical line in the graph represented by that number, i.e., 1—

FIGURE 7
Each number across the top represents some competition.

H. R. Number	1	2	3	4	5	6	7	9	10	11	12	13	14
Per cent of en- tire group par- ticipating													
100													
90													
80													
70													
60													
50													
40													
30													
20													
10													
0													

NOTE.—See key to see what each number represents.

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Lyceum ticket sale. The Home Room has eighty per cent of its members purchasing Lyceum tickets. A cross will be made on the vertical line where the horizontal line eighty crosses it. In that way the chart starts and a line of progress may be drawn across it.

1—Lyceum Ticket Sale.

2—Football Season Ticket Sale.

3—Percentage of Home Room Members receiving one or more A's.

4—Percentage of Home Room Members not on the failing list.

5—Percentile Rank in Girls' Volley Ball.

6—Percentile Rank in Boys' Basket Ball.

7—Basket Ball Season Ticket Sale.

(This indicates the type of contest which may be carried on and charted.)

Formal Outline

In a school which uses an organization of clubs, these clubs are usually made up of pupils who have a common interest. Home Rooms made up as has been suggested in this book are made up of pupils with approximately equal ability but made up of pupils who do not have common interests. For instance, in a Bird Study Club, most of the pupils are interested in ornithology while in a Home Room there may be several pupils interested in ornithology and there may be none of them interested in this study. Quite a number of valuable and interesting studies may be and should be included in the materials used

for the Home Room programs. For the following reasons, it is recommended that each school make up a formal outline to be followed by the Home Rooms throughout the length of the high school period. First, by making up this formal program it will be likely that all the pupils will come in contact with those main programs of study which the authorities deem essential.

Second, by having a formal program, the school will avoid repeating studies and thereby prevent the Home Room programs from becoming boring.

Third, many Home Room teachers have sufficient initiative to be able to lead and direct the pupils of the Home Room in formulating a program, but on the other hand there are a great number for whom a definite program should be set up. It is quite a task to set up a program for a high school because the social and industrial life of the community needs to be considered, as do all the other environmental features of the school. Chart 1 on page 36 gives a tentative program for a six-year high school. This program was worked out for the Winfield High School under the direction of the author by the entire faculty and most of the student body. The program was tentatively set up and followed through one year. At the conclusion of that year, careful reorganization was made and formal outlines prepared for each of the subjects. That outline was followed the second year. At the end of the year the outline was again revised, some parts being transferred from one year to another, others being deleted, and some additions

being made, and these outlines were printed in the *Manual of Activities and Administration and the Outline of Home Room Study and Activity*. This Manual has three times been revised and reprinted so the outlines as now included in the Manual are those which have been tested and revised until they are quite satisfactory to the Home Room teacher, the administration, and the Home Room officers.

You will want in the set-up of the first two weeks of school the Home Rooms of all six grades to study parliamentary procedure and evaluation of valuable officer traits. At the end of the second week of school the Home Room elections are held. By that time they have again become familiar with parliamentary procedure, they have analyzed the duties of each of the officers of the Home Room and are able to carry on an intelligent election. The officers which they elect are:

President, who performs the duties regularly performed by a president.

Vice-President, who performs the duties of a regular vice-president and who in addition is an active member of the program committee.

Secretary-Treasurer, who collects the moneys for any campaign which is under way and who keeps a careful record of all the Home Room programs so that at the conclusion of the semester a definite report may be made to the Principal of the number of times each Home Room member has participated in the citizenship activities of the school.

In addition to these regular officers, a

Director of Thrift, who carries on the Thrift Education of the room, who directs the thrift contests which are conducted by the school and who each week on banking day takes his squad of depositors to the School Bank where they make their weekly deposit.

Director of Athletics, whose responsibility it is to see that his Home Room is represented in all the Home Room athletic contests, appoints the coaches and members of his team, checks the eligibility of his players, and performs in general for his Home Room what the athletic director does for the entire school.

Cheer Leader, who acts as cheer leader and also as a prodder to get as many members of his Home Room as possible in attendance at the contests where his Home Room competes.

Two standing committees are appointed, one the Program Committee, which arranges all programs and is the steering committee for the activities of the Home Room.

The Social Committee arranges the one party each semester which the Home Room holds and also takes care of the communications to the sick members of the Home Room.

In addition to these, the Home Rooms may be called upon to elect representatives to the student-governing organization if the organization is based upon Home Room representation. A number of schools have formed their student-governing organiza-

tion upon this basis because it gives a more direct representation than does the class representative basis. Where the representatives are from the Home Rooms they are able to report back the following day to the members of the Home Room the actions that have been taken by the governing body.

From time to time it will be necessary to appoint special committees such as Decoration Committees, Refreshment Committees, etc. It can easily be seen that the Home Room teacher with a little ingenuity can devise such offices of interest and responsibility that each member will be provided with one.

The third week of school is given to a study of school tradition. Every high school has in the community some citizens who are well enough informed of the history of the school to be able to discuss with these small groups some of the traditions. With the lower grades it is quite satisfactory to have the upper-class members discuss before them the school traditions. This week is a good "Know Your School Week" and one of the most valuable in the entire list.

The fourth week, all of the Home Rooms study the Rules and Regulations of the School.

The fifth week is a Patriotism Week, during which time a study is made of the school songs and yells, the flag salute, the American Creed, and other patriotic materials. The following week is devoted to a study of Thrift and the two weeks following that given over to a study of Health. At about this time or earlier comes American Education Week. During that week the Home Rooms of the school should de-

vote their attention to the materials that are sent out by our National Education Association. It might be stated in this connection that Home Rooms are urged to take advantage of special weeks and special days and give due recognition to Thanksgiving, Christmas, and various important birthdays and any local holidays such, for instance, as Kansas Day in the State of Kansas.

After these general studies have been participated in by all the Home Rooms the courses divide and the Home Rooms of each class pursue different studies. The seventh-grade Home Room spends a little more time in becoming acquainted with the school and studies the organization of the League in which the Junior High School participates. Following that, five weeks are given to the study of "Charm in the School." Appendix A gives the outline which is used for this study. Following that, the seventh grade spends two weeks on each of the Seven Cardinal Objectives of Secondary Education and two weeks on the proposed Eighth Objective, International Understanding. The seventh-grade Home Rooms have aroused keen interest in these studies and one of the brightest spots in the school history was when one seventh-grade Home Room presented a play written, cast, coached, and presented by members of the Home Room, on "The Value of Secondary Education."

In the eighth grade, after the division of time is made, three weeks are given to "Charm in the Home," then the remainder of the year is given to the study of Music Appreciation. During this time many in-

genious devices are used to create interest in music.

In the ninth grade a short time is given to the study of "How to Study," and a continued study of "Charm in the Home, School, Church, and Community."

In the tenth grade, more time is given to "How to Study" and then Home Room time is given to the study of cartoons, current literature, and art appreciation.

In the eleventh grade, scientific development is given seven weeks. During this time the pupils in the science departments present experiments, discussions, and demonstrations to the Home Rooms of the eleventh grade. This not only gives the Home Rooms of the eleventh grade some scientific information but gives an opportunity to the science department to create unusual ability and interest in the members of the department. Following that, five weeks are given to the study of "Appropriate Dress and Behavior," at which time a study is made of the proper dress for different occasions for the many interesting social side lights which our high school people wish to know about without appearing to be too inquisitive. Following that, five weeks are given to the study of Budgeting and Home Management and these Home Room teachers have been able to create much interest in this and some most excellent home budgets have been worked out.

In the twelfth grade, study is made of Ethics in Business and Professional Life, during which time leaders in the community are asked to come in and

discuss the ethics of particular businesses and professions. During that, six weeks are given to the study of Makers of America's Great Ideals. The high school Home Room experience is finished with five weeks' study of "Why Go to College?" The questions which come up are all of those which our people want to know about college practices, college costs, college curricula, and college standards.

The mere setting up of a course for the six-year period does not satisfy all the requirements. Our teachers are quite busy with curricular development and the scientific preparation of materials and consequently do not have the time to work out the detailed outlines for the study of these topics. Therefore, it is advocated that in each school which sets up such a course, outlines with appropriate bibliography be prepared. The Home Room teacher must, indeed, be diplomatic in leading the Home Room since if these outlines are set up as those that must be mastered in the same way the unit objectives are set up in a course of Social Science, the Home Room becomes merely an added classroom. In some way the Home Room teacher must lead when she seems to be following and the pupils must be made to realize the Home Room period is a period for their use in developing themselves under the questions and capable direction of a teacher who is more interested in the development of their ability and practices than she is in them mastering any facts, formulæ, or precepts.

PART II

ACTIVITIES PROGRAMS AND PROJECTS

HERE is included a number of outlines which have been prepared for the use of Home Rooms and have been successfully carried out. Recognizing local conditions these programs should prove of effective application to most any situation and activity.

1. A Basis for Home Room Discussion of the Habits and Attitudes Desirable for Good Citizenship. A program from the Skinner Junior High School in Denver, Colorado.
2. Charm in the Home—an outline study from the Winfield High School in Winfield, Kansas. Especially adapted for use in Eighth Grade Home Rooms.
3. How to Study—an outline from the Winfield High School of special interest to Ninth and Tenth Grade Home Rooms.

(NOTE—The WINFIELD MANUAL used by pupils and faculty includes detailed outlines with bibliography for each of the items listed in the general six-year outline of study. The two presented were selected as typical.)

4. School Citizenship—is a course of study in Ideals for Tenth Year Home Room Groups as used by

the Washington Senior High School of Cedar Rapids, Iowa. It is given in detail with bibliography.

5. Avocations—is the title of a course in the worthy use of Leisure Time and has been successfully used in the Washington Senior High School.
6. Vocational Guidance and
7. Home Making are two projects given in detail. Both have been successfully promoted in the Washington Senior High School.
8. Our Library—an interesting and valuable appreciation of books.

The Home Room may undertake many SPECIAL PROJECTS and some of the outstanding functions are presented. The following schools have worked out successful Home Room projects and programs. The list is not at all complete—it is selective.

1

A BASIS FOR HOME ROOM DISCUSSION

DENVER PUBLIC SCHOOLS
Skinner Junior High School

A basis for Home Room discussion of the habits and attitudes desirable for good citizenship is found in the chart developed by Upton and Chassel for use in the Horace Mann school. It is suggested as the topic for the month of September. Further suggestions will be developed by the committee for use throughout the year.

Suggestion for use:

Write on the board or give each pupil a list of these sixteen topics and then call for a discussion and interpretation. The sub-heads may serve as suggestion to the teacher both for development and limitation.

At the close of the discussion ask each pupil to rate himself by placing A-B-C-D-E after the main topic. These should not be inspected, but a habit of self-evaluation should be encouraged. Use the chart as a basis for discussion of officer material.

CHART

I. *Health and Posture*

1. Is cleanly in habits, person, and dress. (7)
2. Carries out directions of school physician. (6)
3. Reports symptoms of illness promptly. (5)
4. Sleeps in a well-ventilated room, the number of hours prescribed for one of his age. (5)
5. Is careful of his eyes, keeping the book or paper at a proper distance from the eyes. (5)
6. Orders well-balanced luncheons suited to his needs. (5)
7. Avoids getting wet, chilled, or cooling off too suddenly after play. (5)
8. Keeps hands and material away from mouth, and fingers away from nose and ears. (4)
9. Sits and stands correctly. (4)

II. *Orderliness*

1. Is neat in dress. (5)
2. Puts away materials when through with them. (4)
3. Keeps books and other materials in good condition. (4)
4. Keeps desk, table, and locker in good order. (4)
5. Has a good arrangement of materials on desk or table. (3)

III. *Thrift*

1. Uses leisure time to good advantage. (7)
2. Is careful in the expenditure of money. (6)
3. Employs efficient methods of work. (5)
4. Saves time by planning for the day's schedule. (5)
5. Does not waste paper, pencils, paints and other materials. (5)

IV. *Promptness*

1. Is in the right place at the right time, equipped for work. (7)
2. Does not procrastinate. (6)
3. Responds to directions or requests without too much talk. (6)
4. Hands work in on time. (5)

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5. Responds promptly to signals. (4)
6. Passes and collects materials promptly. (3)
7. Puts on or removes wraps quickly. (1)

V. *Clear Thinking*

1. Concentrates upon the task at hand. (8)
2. Selects essential points and sees details in their relation to the whole. (8)
3. Finds possible solutions for problems. (7)
4. Senses difficulties in lesson or project, and locates and defines them. (7)
5. Verifies conclusions. (7)
6. Is accurate in his work. (7)
7. Expresses himself clearly. (7)

VI. *Helpful Initiative and Self-Reliance*

1. Forms worthwhile projects and strives to carry them out. (8)
2. Directs the activities of the group toward useful ends, but does not "boss." (8)
3. Seeks intelligently opportunities for serving others. (8)
4. Finds ways and means of improving his weak points. (8)
5. Seeks information by asking questions, by observation, and by other methods. (7)
6. Is resourceful in finding new tasks when those assigned have been finished. (7)
7. Does more than the minimum amount of work required. (7)
8. Is ready with helpful suggestions as to better ways of doing things. (5)
9. Volunteers in the recitation. (5)
10. Acts independently, but realizes when help from other sources is desirable. (8)
11. Makes himself responsible for what is going on in the class-room, and finds out what he has missed while absent. (8)
12. Helps himself in everyday affairs. (6)
13. Anticipates his needs and does not borrow. (5)

VII. *Self-Control and Obedience*

1. Does not indulge in injurious practices. (9)
2. Is agreeable in a difficult situation. (7)
3. Keeps his temper. (7)
4. Does not quarrel. (6)
5. Does not cry or complain over trivial things. (4)

6. Endures pain without flinching. (4)
7. Does not play with pencil, paper, etc., in recitation period. (4)
8. Obeys rules governing halls, recess, fire drill, and study period. (5)

VIII. *Courage and Perseverance*

1. Confesses wrongdoing and mistakes, and makes amends. (9)
2. Perseveres in spite of failure. (9)
3. Approaches difficult tasks resolutely. (8)
4. Stands up for his rights. (7)
5. Does good work day by day. (7)

IX. *Honesty and Trustworthiness*

1. Tells the truth, trying to give a correct impression. (10)
2. Does not take the property of others without their consent. (9)
3. Does not copy another person's work. (9)
4. Endeavors to restore lost property to the rightful owner. (8)
5. Does home work entirely by himself, or with only such help as the teacher directs. (6)
6. Keeps appointments and other agreements. (8)
7. Takes care not to promise more than he can fulfill. (7)
8. Returns promptly and in good condition articles loaned to him. (7)
9. Makes a practice of preparing work thoroughly. (7)
10. Is quiet and orderly when the teacher is not in the room. (6)
11. Does not lose books, home-work papers, money, or other belongings. (6)
12. Performs errands satisfactorily. (5)

X. *Fair Play and Good Sportsmanship*

1. Stands for fairness in games or arguments. (9)
2. Protests against any one's taking advantage of the weak. (9)
3. Defends absent people who are unjustly attacked. (8)
4. Does not let another pupil make wrong use of his work such as copying from his examination or home-work papers. (7)
5. Claims no more than his fair share of time and attention, particularly in the recitation period. (7)
6. Does not expect special favors or privileges. (6)
7. Works for his team rather than for himself. (9)
8. Follows the rules of the game. (8)
9. Is courteous to opponents. (8)
10. Is a good loser. (7)
11. Enjoys a joke, even at his own expense. (6)

XI. Civic Responsibility

1. Supports the right and opposes the wrong. (10)
2. Elects a candidate because of his fitness for the position. (9)
3. Holds to what he thinks right, regardless of consequences to himself. (9)
4. Conforms to the will of the majority, provided no principles are violated by so doing. (9)
5. Performs satisfactorily the duties of any office to which he is elected. (9)
6. Assumes responsibility to report wrongdoing through authorized channels, but does not tattle. (8)
7. Tries to prevent the spread of disease. (8)
8. Is serious in attitude toward work. (8)
9. Takes pride in the appearance of school property, doing his part to keep the cloak-room in order; picking up paper from floor and stairs, etc. (7)

XII. Courtesy and Consideration

1. Is tactful, avoiding saying or doing that which would pain or annoy another. (8)
2. Is courteous in the many little everyday acts. (7)
3. Is attentive when some one else is talking. (7)
4. Is thoughtful in making requests of others, including helpers. (6)
5. Does not interrupt others needlessly. (6)
6. Avoids whispering when it will annoy others. (5)
7. Acknowledges favors, graciously. (5)
8. Avoids abruptness of speech when addressing a person or replying to a question. (5)
9. Waits quietly in turn for some privilege. (4)
10. Allows older persons or pupils in front of him to pass through doorways or into the elevator first. (4)
11. Laughs and talks quietly. (4)
12. Is mannerly at lunch. (4)

XIII. Coöperativeness

1. Gives up his own preferences when they interfere with the good of the group. (9)
2. Participates in group activities and school enterprises. (8)
3. Gives criticism in a courteous manner, and profits by the suggestions of others. (8)

4. Does his part in making the recitation profitable and interesting. (7)
5. Enjoys working and playing with others. (3)
6. Is a good mixer. (6)
7. Takes his place in line quickly and quietly. (4)

XIV. *Generosity and Broad-mindedness*

1. Shows a spirit of helpfulness and service to others. (9)
2. Gives time and money to worthy causes. (8)
3. Is democratic. (10)
4. Appreciates other nations and races and their contributions. (10)
5. Is sympathetic with the opinions of others, including those who differ with him. (8)

XV. *Loyalty*

1. Respects those in authority. (9)
2. Takes pride in his group and in the school, and tries to foster the right kind of spirit. (9)
3. Expresses loyalty by removing his hat when the flag is presented or when the national anthem is sung. (8)
4. Honors those who have rendered distinguished service. (7)

XVI. *Appreciation*

1. Is reverent in worship. (10)
2. Chooses good associates. (9)
3. Has a high standard of workmanship and tries to measure up to it. (8)
4. Enjoys the beautiful in art and nature. (6)
5. Enjoys good literature. (6)

2

CHARM IN THE HOME

(9th to 21st weeks—Eighth Grade Home Rooms)

A. INTRODUCTION

"The home is the unit of our social life, and just as the whole can be no greater than the sum of its parts, so the standard of behavior in a community can be no higher than the sum of the standards in the homes that make up that community. If in the

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home one observes strictly the rules of politeness, which means kindness, one will have very little trouble with the rules of etiquette, which is simply the way politeness finds expression in our intercourse with each other. Minor canons of etiquette change from time to time, but good manners are always the same, and never out of fashion."—Book of Etiquette, Vol. 1, Chap. 7.

1. True courtesy—culture.
Book of Etiquette—Vol. 1, Chap. 1.
Everyday Manners, Chap. 24.
The Book of Culture.
 2. Personal value of courtesy.
 - a. Why it pays to be agreeable.
Book of Etiquette, Chap. 2, 9.
The Book of Culture, p. 52.
 3. Value of society.
"Book of Business Etiquette," Chap. 9.
 4. The origin of manners.
 - a. Grew out of necessity.
 - b. Keep pace with history.
(1) Book of Etiquette, Vol. 1, Chap. 2.
 - c. The true aristocrat.
 - d. The Book of Culture.
 5. The reward of developing courtesy and charm.
"He who respects himself will earn the respect of all the world."
Book of Etiquette, Vol. 1, Chap. 2.
- B. COURTESY IN THE FAMILY GROUP. "Family intimacy should never make brothers and sisters forget to be polite to each other."—Silvia Pellico.
1. Courtesy toward parents and other older persons.
 - a. Our parents are our best friends—what do we owe them?
(Ex. Attitude of French, Chinese, Japanese, and Turks toward old people.)
 - b. Respect for other older persons.
(Ex. Royal Circles. Military Life.)
 - c. Show appreciation of things done for you.
 - d. Help cheerfully with work done at home.
Ethics for Children—pp. 31-60.
Art of Good Manners—Chap. 4.
Manners for Boys and Girls—Chaps. 3, 4, 5.
Everyday Manners—Chap. 4.

2. Courtesy toward brothers and sisters.

(Manners for Boys and Girls)

- a. Do not impose upon younger brothers and sisters.
Chap. 6.
- b. Don't forget "please" and "thank you"—be as gracious to a member of your own family as to an outsider.
Everyday Manners. Chap. 2.
- c. Do not have "home" manners and "company" manners.
The Book of Culture. pp. 37-39.
Marion Harland's Complete Etiquette, p. 403.
Book of Etiquette, Vol. 1, Chap. 7.
- d. Tactful criticism.
"He who laughs at others woes
Finds few friends and many foes."

3. Courtesy toward helpers in the home.

- a. Do not consider them inferior.
- b. Address them courteously.
- c. Cultivate an understanding personality.
Manners for Boys and Girls—Chap. 8.
Book of Etiquette, Vol. 2, Chap. 1.
Marion Harland's Complete Etiquette—Chap. 37.

4. Courtesy toward neighbors.

- a. Have an interest in their welfare without curiosity.
- b. Courteous greetings.
- c. Show your esteem or appreciation.
- d. Be neighborly—not familiar.
"If it is not seemly, do it not;
If it is not true, speak it not."—Marcus Aurelius.
Marion Harland's Etiquette, p. 323.

C. PERSONAL HABITS

"This above all; to thine own self be true,
And it must follow as the night the day,
Thou canst not then be false to any man."—Shakespeare.

1. Care of the body.

- a. Bathing—cleanliness is next to Godliness.
- b. Care of face.
- c. Care of hands—care of feet.
- d. Care of hair—care of teeth.
- e. Posture.
- f. Sleep.
- g. Exercise.
- h. Food.

Charm of Fine Manners—Starret.

Book of Business Etiquette, Chap. 4.

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2. Care of the mind. "As a man thinketh in his heart, so is he." Bible.
 - a. Care for the mind by cultivating charm.
 - b. Learn something new every day.
 - c. Read good books.
 - d. Try to live as charming people live.
 - e. Make friends with great characters.
 - f. Don't gossip.
 - g. Be prompt.
3. Care of environment.
 - a. Dress.
 - b. Room.

Everyday Manners, Chaps. 11, 4.

Never cough, sneeze, nor expectorate in the presence of others.

Never pick teeth.

Rise when older people enter the room, and see that they are comfortably seated before you yourself sit down.

Be quick to notice and meet the needs of others.

Be sure to express your thanks for any favor shown you, however small it may be.

D. TABLE MANNERS

"Eat at your table as you would eat at the table of a King."—Confucius.

1. Informal.

- a. Table manners are a test of friendship.
- b. Accommodate your manners to those with whom you are eating.
- c. Be prompt at meals.
- d. Be hospitable to guests in a home.
- e. Remain standing until the mother or other hostess gives the signal for sitting.
- f. A man may seat the woman next to him.
- g. Do not begin to eat until all have been served.
- h. The silver should be arranged in the order in which it is to be used—beginning at the outside.
- i. Soup spoon.
- j. Express a preference when offered your choice of food.
- k. How to eat bread, olives, vegetables, salads, desserts.
- l. Position at the table.
- m. Carry on cheerful conversation.
- n. Do not notice accidents.
- o. Remain seated until all have finished.
- p. If necessary to leave, excuse yourself quietly.

Everyday Manners, Chap. 1.

2. Formal.

- a. Later dinner hour.
- b. Place cards.
- c. Seating of guests.
- d. Use of silver.
- e. Accepting invitation.
- f. Banquets. (Junior High Basket Ball Banquet.)
- g. Teas.
- h. Appropriate dress.

Etiquette—Emily Post, pp. 177-230.

Marion Harland's Complete Etiquette—Chap. 9.

E. TELEPHONE COURTESY

"The voice with the Smile wins."

Try to visualize the person at the other end of the wire and imagine you are talking face to face.

1. Be civil to central.
2. Do not "visit" on the telephone.
3. Limit conversation to reasonable time.
4. Be careful of language used.
5. Talk of no personal matters—it is a mistake to suppose that telephones are private.
6. Do not discuss others or the business of others.

Not safe, not kind.

Manners for Boys and Girls, Chap. 21.

Book of Business Etiquette, Chap. 6.

Everyday Manners, Chap. 5.

F. LETTER WRITING

1. Appearance.

- a. Stationery.
- b. Form.

Etiquette—Emily Post, Chaps. 17 and 18.

Book of Etiquette, Chap. 6.

2. Contents.

- a. Business letters.
- b. Friendly letters.
- c. Social letters or notes.

Marion Harland's Complete Etiquette, Chap. 3.

The Book of Business Etiquette, Chap. 8.

3. Don'ts for correspondence.

- a. Never typewrite an invitation, acceptance or regret.
- b. Never typewrite a social note.
- c. Do not use unmatched paper and envelopes.
- d. Do not write in pencil—except when on a train or when ill.

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e. Never send a letter with a blot on it.

G. INVITATIONS AND ACCEPTANCES

"That man may last, but never lives,
Who much receives, but nothing gives."—Gibbons.

1. Formal.

a. Dinners, receptions, and teas.

2. Informal.

a. Use of the telephone.

3. Party calls.

Etiquette, Emily Post, Chap. 11.

Manners for Boys and Girls, Chap. 26.

Marion Harland's Complete Etiquette, Chap. 1.

Manners and Conduct, p. 19.

The Book of Good Manners, p. 182.

The Book of Etiquette, Vol. 1, Chap. 5.

H. INTRODUCTIONS

"The greater man the greater courtesy."—Tennyson.

1. Purpose of the Introduction.

Book of Etiquette, Vol. 1, pp. 113-135.

2. When to introduce.

3. Group introductions.

4. Introducing children to each other.

5. Introducing children to older people.

Everyday Manners, Chap. 3.

Etiquette, Emily Post, Chap. 3.

Manners and Conduct, p. 19.

Manners for Boys and Girls, Chap. 28.

I. CONVERSATION

"Speech is power."

"Talk well, but not too much."

1. Correct speech.

2. Courtesy in conversation.

a. Try to do and say those things only which will be agreeable to others.

b. Do not dwell on ills or misfortunes.

c. Be a sympathetic listener.

d. The clever conversationalist is one who, in talking to another, makes him seem to be clever.

e. Conversation should have less emphasis and more quietness, more dignified calmness. Avoid arguments.

3. Voice. "Her voice was ever soft and gentle and low, an excellent thing in woman."—Shakespeare.

"Vulgarity is indicated by coarseness of language."—Ruskin.

a. Clear enunciation.

b. Low, distinct tones.

- c. Careful use of gestures.
- d. Correct grammar.
- 4. What to talk about.
 - a. Avoid personal questions.
 - b. Things of interest to companions.
 - c. Do not monopolize conversation. It is a sign that your interest centers in yourself.
 - d. "Few men regret the things they have not said."

J. PARTIES

- 1. Invitations and answers.
- 2. Entertainment.
 - Manners for Boys and Girls, Chaps. 26, 27.
 - Etiquette—Emily Post, Chap. 11.
 - Marion Harland's Complete Etiquette, Chap. 18.
 - Art of Good Manners, Chaps. 5, 6.

K. HOW TO BE A GUEST

- 1. Be sure to take the following for an overnight visit:
 - a. Toothbrush.
 - b. Hairbrush and comb.
 - c. Other toilet articles.
 - d. A sufficient supply of clean clothing.
- 2. Adjust yourself quickly to the plans of your hostess and respond to all efforts to make you happy.
- 3. Do not expect to be entertained all the time.
- 4. Be sure to express your thanks for your visit.
- 5. After your return home, write promptly to your friends, telling them again how much you enjoyed the visit.
 - Marion Harland's Complete Etiquette, Chap. 18.
 - Everyday Manners, Chap. 13.

L. HOW TO TREAT A GUEST

"Welcome the coming, speed the parting guest."—Pope.

- 1. The invitation.
 - a. Give the date, hour of arrival.
 - b. State for how long the visitor is expected.
 - c. State the forms of entertainment.
 - d. Always meet a guest or make arrangements for his arrival.
- 2. Preparation of a guest's room.
- 3. Entertainment.
 - a. The visitor is spared all expense.
 - b. Never accept an invitation during the visit that does not include the guest.
 - c. Put the pleasure of your guest before your own.
 - d. Friends may be asked to call.

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e. Invitations for guests may be requested for certain affairs.

Marion Harland's Complete Etiquette, Chaps. 19, 20.

Manners for Boys and Girls, Chap. 9.

Everyday Manners, Chap. 7.

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3

HOW TO STUDY

(14th to 17th weeks—Ninth and Tenth Grade Home Rooms)

Based primarily on Lyman, "The Mind at Work"

I. INTRODUCTION

"Improving one's effectiveness in study is largely a matter of developing better form in reading, and better habits of listening, observing, thinking, and applying."

A. Brief survey of habits of study of each pupil—information to be confidential between pupils and teachers, if desired.

1. Purpose—to turn the attention of the pupil upon himself so that he may analyze his activities in studying, and definitely profit by the suggestions given during the course.

2. Consider the following questions:

- a. Do you work regularly, at definite periods?
- b. Have you a study schedule?
- c. Do you waste time getting started?

- d. Do you work intensively?
- e. Do you permit distractions?
- f. Do you seek a quiet room?
- g. Is your study primarily an attempt to remember?
- h. Do you think aloud to yourself about important points?
- i. Do you write out the essentials of your lesson?

II. PROPER MECHANICS FOR STUDY

References: (1) Lyman: pages 35, 52, 53, 80, 81.

(2) Whipple: pages 7-13.

A. Physical condition.

- 1. Sleep—"The student who does not take regular and sufficient sleep is pilfering his own bank account."
- 2. Exercise.
- 3. Removal of special physical defects.
- 4. Posture.

B. Proper external conditions of work.

References: May—pages 63-73.

- 1. Light.
- 2. Temperature.
- 3. Humidity.
- 4. Clothing.
- 5. Chair.
- 6. Desk.
- 7. Freedom from distraction.
 - a. Physical.
 - b. Social.
 - c. Place—study habit.
 - Time—study habit.

III. THE IMPORTANCE OF PROPER STUDY

References: Lyman—page 50.

- A. "We laugh at professors and philosophers for being absent-minded. In reality they are not absent-minded at all; they are so present-minded that they are utterly oblivious of their bodies and everything around them. They have learned the art of study and are giving attention mightily."

- 1. "In the long run the secret of study resides in our ability to bathe our thought, our task, our lesson in the stream of interest."

B. Aims of study.

- 1. To get fast and firm possession of facts.

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- a. "The more extensive a man's knowledge of what has been done, the greater will be his power of knowing what to do."—Disraeli.
2. To "Make yourself fit" intellectually.
3. "It is worth while to study because there is nothing in the world so glorious as truth, nothing so fascinating as the pursuit of wisdom."
 - a. "Mind alone can unlock the meaning of the world."
 - b. "If we would be free we must think ourselves free."

IV. HABIT FORMATION IN RELATION TO STUDY

"Habit is second nature! Habit is ten times nature!"—Duke of Wellington.

References: Lyman: pages 63-83.

Lyman: Chap. 11, Section III.

- A. "The great thing then in all education is to make our nervous system our ally (our friend) instead of our enemy."
 1. Make automatic and habitual, as early as possible, as many useful actions as you can.
 2. The more actions of everyday life that we can make mechanical, the more our higher powers of mind will be set free for their own proper work.
- B. To form good habits, follow four principles:
 1. "Launch yourself with as strong and decided initiative as possible," begin with a strong determination—make an emphatic start.
 2. "Never suffer an exception to occur till the new habit is securely rooted in your life."
 - a. "Each lapse is like the letting fall of a ball of string which one is carefully winding up; a single slip undoes more than a great many turns will wind again."
 3. "Seize the very first possible opportunity to act on every resolution you make."—Find opportunities for frequent repetitions.
 4. "Keep the faculty of effort alive in you by a little exercise every day."
- C. Some good study habits:

References: May—pages 209-212.

1. Carefulness
 - a. Do things right.

- b. Most errors arise through carelessness.
- 2. Clearness
 - a. Be clear in the assignment.
 - b. Do not accept hazy ideas or foggy notions.
- 3. Cheerfulness
 - a. Grouchiness and gloom are bad companions for study.
- 4. Criticism
 - a. Value of critical attitude in study.
 - b. Check up information given in lectures and textbooks.
- 5. Dispatch
 - a. Be on time. Do your work on schedule.
- 6. Decision
 - a. Get quickly the habit of making decisions.
- 7. Endurance
 - a. Learn to stick to a task until it is completed —if it is possible to complete it.
- 8. Neatness
- 9. Regularity
 - a. Following a schedule of work will accomplish twice as much with one-half the expenditure of effort.

V. THE TECHNIQUE OF STUDY

References: (1) Lyman: Chap. I—Sec. II.

(2) McMurry: Chap. II.

(3) May: pages 15-16.

A. Study in the broader or general sense.

1. The principal factors of study—McMurry.

a. Specific purposes—definite aims.

Reference: McMurry—Chap. III.

- (1) Ways in which specific purposes are valuable

(See McMurry: pp. 36-43)

b. The supplementing of thought

Reference: McMurry—Chap. IV.

- (1) There should be enough supplementing to render the thought really nourishing, quickening to the learner.

c. The organization of ideas.

Reference: McMurry: Chap. V.

- (1) Any portion of knowledge that is to be required should be divided into suitable units of attack.
- (2) Any thought that is worth much

must be supported by numerous facts, and will require considerable time or space for presentation.

- d. The judging of the soundness or general worth of statements.

References: McMurry: Chap. VI.

Lyman: Chap. VI—Sec. VI.

- (1) In reading newspapers and magazines.
 - (2) In the use of books.
 - (3) The necessity of this attitude in acceptance as well as in the rejection of ideas.
 - (4) Relation of critical attitude to sympathy and respect.
- e. Memorizing. "All the intellectual value for us of a state of mind depends on our after-memory of it."—James.
- (1) A certain amount of memorizing is quite necessary, but in most cases let it be a by-product of thinking, instead of a substitute for it.
- f. The using of ideas.

References: McMurry: Chap. VIII.

- (1) An efficient person is one who does things.
- g. The tentative attitude.

Reference: McMurry: Chap. IX.

"Of all human ambitions an open mind eagerly expectant of new discoveries and ready to remold convictions in the light of added knowledge and dispelled ignorances and misapprehensions, is the noblest, the rarest, and the most difficult to achieve."

- (1) Reasons why a fixed attitude toward ideas is undesirable (see McMurry, pp. 220-227).
- (2) One should avoid being extremely radical as though nothing were established.

B. Study in the more limited sense.

References: Lyman: pages 35, 36, and 54.

May: Chap. V.

1. Special factors to consider.

- a. Secure bodily comfort.
- b. Determine a purpose.
- c. Secure a bird's-eye view of the entire article.
- d. Select important parts.
- e. Study selected parts intensively.
- f. Recall the essentials and repeat them to yourself.
- g. Make a final summary of the meaning.

VI. THINKING AND LEARNING TO THINK

"Thinking remains just what it has been all the time: a matter of following up and testing the conclusions suggested by the facts and events of life."—John Dewey.

A. Introduction

Reference: Lyman: pages 107-108.

1. What kind of a thinker have you?
 - a. Small—undeveloped through lack of use.
 - b. Well developed but rusty and dried out.
 - c. Weak in spots—likely to break down at any moment.
 - d. Normal, but with the uncertain and difficult action of newness.
 2. Thought stands for initiative based on understanding and originality.
 3. "Set your thinker going by deliberate fixed permanent intention, and then listen."
- B. Practical points about learning to think.
(See Lyman: pages 109-113)
- C. The importance of independent thought. It has been said that "animals think not at all and some men a little."

1. "Many people are so unused to thinking for themselves that they would be frightened at the appearance in consciousness of a thought really their own."
2. "Most of the thinking of the world is carried on by a few individuals. The rest of the world are mere echoists."
3. "I sometimes feel that there ought to be some course labeled 'thinking' in which an individual should be isolated from everybody long enough really to empty his mind of all ideas which are merely echoes, and then to discern what are really his own."
4. We learn to think by thinking.

- a. "Study independently. Do your own work and use your own judgment, asking for help only when you cannot proceed without it, thus developing ability to think for yourself, and the will power and self-reliance essential to success."

VII. PITFALLS IN THINKING

References: Lyman: Chap. VI, Secs. II and IV.

"Constant endeavor to be on his guard against the faulty reason of men who ask him to accept their words, and constant endeavor to prevent his own thinking and talking from going astray, are marks of an efficient man."

- A. The danger of false analogy or resemblance.
 1. When two units are compared always ask: Are they compared alike in all points that are essential to the comparison?
- B. The danger of hasty generalizations.
 1. How many instances have been observed and cited?
 2. Are the instances cited fair and typical?
- C. The danger of incorrect casual relationships (relationship between cause and effect).
 1. Is the cause assigned sufficient in itself to produce the alleged result?
 2. Are there other causes which contributed to the result which is here assigned to a single cause?
- D. The danger of reasoning through ambiguous terms. (Ambiguous terms are words and phrases that have two or more meanings.)
 1. Be certain that every technical term, and every term of doubtful meaning, is most clearly defined in your own mind.
 2. Be sure that all participants in a discussion have in mind exactly the same definition for a term.
- E. The danger of unsupported assertions.
 1. An unsupported statement should carry no weight except when made by an authority.
 2. Tests by which we can determine an authority. (See Lyman: page 265.)
- F. The danger of raising objections.
 1. Any debatable question has two sides—there is truth both for and against.
- G. The danger of "arguing beside the point."
 1. Meet the issue fairly and squarely.

H. The danger of shifting ground.

1. One ought to be sure that he knows what the vital and important issues in a case are and he ought to stand squarely for them.

VIII. READING IN RELATION TO STUDY

"To read well is to think well; the eye is merely the servant of the alert mind."

"Reading is a co-partnership. What we receive from it is in the nature of dividends on a joint investment."—Kerfort.

"We read serious books to get ideas; we think about them to see what these ideas mean; we study ideas and their meanings endeavoring to make them our permanent possessions and get ready to use them in problems of our own."

A. Reading to understand.

Reference: Lyman: Chap. IV, Secs. I and II.

1. Look first for the author's statement of his main idea.
2. Keep the main idea in mind as you read.
3. Notice how various parts of a selection bear upon the writer's main idea.
4. Vary the rate of reading in accord with your reading purpose and with the nature of the materials. A rapid first reading is often helpful.
5. Reread deliberately, paying special attention to essential parts.

B. Reading to remember.

Reference: Lyman: Chap. IV, Secs. III and IV.

1. Begin with a strong determination to remember.
2. Be sure that you understand the meaning.
3. Notice carefully how the major ideas are related to each other.
4. Locate or create key-words to aid in remembering.
5. With definite hearers in mind, repeat, in your own words, what you wish to remember.
6. Have a vivid final review.
7. Plan a way to use the ideas in a problem of your own.

C. Studying and cramming.

Reference: Lyman: pages 87-88.

1. Cramming is a delusion and a snare.
 - a. "Ideas are not grasped, associations are not made, brain tracks are not made per-

manent; and even though the student may pass an examination on such possessions, mental possessions gained by cramming, like the notes of an insolvent bank, are found to be worthless trash when put to real use."

A rapid review of material previously studied and learned is not to be confused with cramming. Cramming is a hurried, forced, superficial study of material not previously learned.

IX SUMMARY.

A. The suggestion for study may well be summarized by a list of Study Helps as given out by a University High School:

1. Form a time and place by studying the lesson in the same subject, in the same place, at the same time each day. Don't study immediately after a hearty meal.
2. Have proper study conditions and equipment—a quiet room not too warm, good light at the left, a straight chair and table, the necessary books, tools, and materials.
3. Study independently. Do your own work and use your own judgment, asking for help only when you cannot proceed without it, thus developing ability to think for yourself, and the will power and self-reliance essential to success.
4. Arrange your tasks economically; study those requiring fresh attention, like reading, first; those in which concentration is easier, like written work, later.
5. Sit up straight and go at the work vigorously, with confidence and determination, without lounging or waste of time. When actually tired, exercise a moment, open the window, change to a different type of work.
6. Be clear on the assignment and the form in which it is to be delivered. In class, take notes when the assignment is made; mark things to be carefully learned. When in doubt, consult the teacher.
7. In committing material to memory, learn it as a whole; go over it quickly first, then more carefully and then again and again until you

have it. In learning forms, rules, vocabularies, etc., it will help to repeat them aloud.

8. In studying material to be understood and digested but not memorized, first go over the whole quickly, then carefully section by section; if possible, then review the whole quickly.
9. Use judgment as well as memory; analyze paragraphs, select important points, note how minor ones are related to them; use your pencil freely to mark important points so that you may learn systematically and review easily.
10. Study an advance lesson promptly and review before going to class; recall memorized matter by repeating it, aloud if necessary; think through a series of points to see that you have them in order in your mind.
11. Use all the material aids available—index, appendix, notes, vocabulary, maps, illustrations in your text-book, as well as other books and periodicals.

B. For further summaries see Lyman: p. 102, and Whipple: pages 39 to 42.

X. SUGGESTED TOPICS FOR PUPIL REPORTS

1. When I wasted time on the outskirts of a job.
2. Agonizing over getting started; only fifteen minutes left for work.
3. "Daydreaming instead of study."
4. Cramming that did not stay by me.
5. Talking first and thinking after.
6. A reading habit in which I am weak.
7. A habit of study I am cultivating.
8. A diagram of my daily study schedule.
9. How I take notes.
10. "Ideas that are echoes" vs. ideas that are one's own.
11. Skimming or mastering in study.
12. A case of judicious skipping in my studying.
13. How I learned that it pays to study.
14. The habit of verifying a doubtful statement.
15. Do you "talk from the spinal cord"?

NOTE: It is suggested that each teacher work out with his pupils specific study habits especially applicable to his subjects and encourage the acquiring of those habits on the part of the pupils.

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May: How to Study in College.
Whipple: How to Study Effectively.
Swain: How to Study.

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SCHOOL CITIZENSHIP *

A COURSE IN IDEALS FOR TENTH YEAR HOME ROOM GROUPS

Objectives

1. To train the pupil in the fundamentals of his obligations as a school citizen.
2. To tell him something of the principles of this school's government.
3. To help develop the right social attitude in our high school community.

It is suggested that the subject be developed gradually, taking up each lesson in order, but giving no warning to the pupil of what is to follow. It will be better for the pupil not to realize he is to have a number of lessons.

Each project is divided into lessons. The lessons are each supposed to suggest enough material for one Home Room period. Always keep in mind, throughout the discussion, the general and then the specific project so that the theme is not lost in the details of one lesson.

The purpose of these lessons is in general to stress the relation between habits of good citizenship in school and those of good citizenship in the community. It is important to impress young people with the idea that their attitudes which are being set here in Washington are likely to determine their ideals and actions in Cedar Rapids or some other community later.

To be a good citizen either of a school or a country it is necessary to have an appreciation of the beginnings of each and to understand the machinery set up, often through sacrifice and great cost to those gone before, for the maintenance of the services which we now enjoy and which the unthinking often take for granted.

* The original material presented in this project was prepared by a committee consisting of four Washington teachers, Genevieve Bergstresser, chairman; Nell Boyack, Iva Quigley and Alice Rudd. It was revised (1928) after being tried out.

The material here presented is very limited and suggestive. The success of its presentation depends upon the personality injected into the discussion both by advisers and pupils. It is to meet the needs of the group and to supplement those projects in citizenship which occasions may make pertinent and timely. Recast in your own words. Substitute or omit as seems best.

It is desirable that the Home Room period every Thursday morning or oftener, if necessary, become a laboratory for the development of democracy in the school and for the inculcation of ideals essential for the success of good government in the school and community. The lessons should never be read to the group, but certain portions may be placed on the board or dictated if desired. The lessons should be expanded as time permits. Each pupil should keep a career book in which a record is made of the main point of each lesson and other items of personal interest; clippings, current happenings of unusual school interest, notes on recommended book lists, pictures, quotations, and other miscellaneous matter expressive of individuality.

The ideal of the lessons is expressed in the famous

EPHEBIC OATH

*Taken by the Youth of Athens for the
Good of the City*

WE WILL NEVER BRING DISGRACE TO THE ARMS OF THE CITY BY ANY ACT OF DISHONESTY OR COWARDICE. WE WILL NEVER DESERT OUR SUFFERING COMRADES IN THE RANKS. WE WILL FIGHT FOR THE IDEALS AND SACRED THINGS OF THE CITY, BOTH ALONE AND WITH MANY. WE WILL REVERENCE AND OBEY THE CITY'S LAWS AND DO OUR BEST TO INCITE A LIKE RESPECT AND REVERENCE IN THOSE ABOUT US WHO ARE PRONE TO SET THEM AT NAUGHT. WE WILL STRIVE TO DO OUR WHOLE DUTY AS CITIZENS, AND THUS IN ALL THESE WAYS AS TO TRANSMIT THIS CITY NOT ONLY NOT LESS, BUT GREATER, BETTER AND MORE BEAUTIFUL THAN IT WAS TRANSMITTED TO US.

PROJECT I—LIBERTY

Lesson 1

America is another word for Opportunity.—Emerson.

Pupils sometimes chafe under the restraints of discipline and without thinking, call the school "the penitentiary" and long for

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the day when they will not be subject to rules and regulations or supervision by teachers and parents. This is due to a lack of appreciation of present-day conditions. Liberty is only a relative term. One does not have to go back in history very far to find the masses of the people ground down by oppression in every land. Boys and girls from homes such as most of our pupils represent, would have belonged to the unprivileged class. A very, very few of our pupils might represent the old order of nobility or aristocracy with the consequent attention and privileges beyond the rest.

Lesson 2

The blood of reformers and pioneers in social justice has paid for our liberty to go and come (the commoner of olden times could not leave his home acres), to earn (the worker under the old régime could not accumulate substance for his own use) and to learn (the masses in many parts of the world even to-day cannot read or write). Liberty in these fundamentals did not exist until comparatively recent times. Washington and his men pledged their fortunes, their lives and their sacred honor that we might escape the tyranny of an English aristocracy. However, our fathers fought for liberty, not that they wished to do away with necessary government or restraint, but that the rights of all should be considered. Upon attaining this liberty they immediately set up a government to make and to enforce laws. Liberty in this holy sense is far from license. It involves restraint, it assumes responsibility for others and it cannot be enjoyed without a corresponding duty toward the rights of others.

Lesson 3—Discussion.

Compare liberties of a boy below the rank of noble in England in the days of Ivanhoe with those of a high school boy to-day.

What kind of liberty interferes with the rights of others in the home? in school? on the street?

Just what do people mean when they say that their liberties are curtailed to-day?

In what way is a conscientious, industrious, order-respecting citizen interfered with by law?

What school regulations interfere with the pupil who is regular in his habits of attendance and punctuality, ambitious to make the most of his opportunities to study and to succeed, and considerate of the rights of others?

PROJECT II—EQUALITY

Lesson 1

Liberty implies the second great principle of our country—equality. This word is often misunderstood. It is recognized that all are not equal in social inheritance, wealth and intellectual endowment, but in all privileges and rights connected with government and public institutions such as public schools, courts, and civic affairs no one person or group of persons has a right to advantages over others. Masons, Methodists or Mathematicians have no inherent prerogatives as organizations which are denied any citizen of the republic. The laws of our country apply to organized and unorganized alike and the government has the right and the duty to restrain an organization as readily as an individual if its activities are deemed detrimental to the common good. A labor union may be enjoined by law, a great fraternal organization may be called to the bar of justice, or a state in the union may be coerced into submission, if necessary, for the general welfare. Our nation recognizes no orders of nobility, no hereditary rights of an aristocracy or self-perpetuation cliques in any pretention to secure legal preferment or exemption from the duty of the common citizen.

Lesson 2

In the same manner, a public school must hold to the principle of equality. It is supported by taxes from all the people. Therefore the children of all the people must have an equal opportunity for all the activities, curricular or extra curricular, which the school maintains. It was a long and bitter struggle to establish the fact that all the children should have the right to secondary education but it is established in almost every community of our country to-day. It has taken legislation by state governments, boards of education and faculty action to keep the extra curricular opportunities free and equal. As long as any organization has pupils for members, the school as its sphere of influence, or a public institution as its sponsoring agency, it shall be the duty of the school authorities to maintain the principles of equality in the administration of that organization's affairs.

Lesson 3—Discussion

1. What is the attitude of schools toward athletic, forensic, literary, musical, publication and departmental clubs which are open to all?

2. What is the attitude of school men and women toward organizations which have exclusiveness, "society life" and college ideals as their governing motives?

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3. Are pupils unhappy in an athletic team because they do not choose the players with whom they train, travel and compete?

4. What is the attitude of the majority of the school men and parents of boys and girls on the questions of equality? *

PROJECT III—BEGINNINGS OF FREE PUBLIC SCHOOLS

Lesson 1

In Massachusetts, the second colony founded by the English in America, as early as 1647 is to be found a law establishing schools open to all, although not entirely free. As a rule in most of the colonies, education was regarded as part of the community's religious obligations.

The spread of manhood suffrage in the United States brought the new conception of the great importance of universal education. The first high school was established in Boston in 1821. Horace Mann and Henry Barnard were the great leaders in public education a decade later. By 1850 the battle for free, tax-supported schools was won. America led the world in this movement.

Not until after the Civil War was the free public high school very common. From then on it has greatly increased in importance. In the earlier days, the academy, where the pupils paid tuition, was about the only way of securing a secondary education. Citizens everywhere now consider a high school one of the essential institutions of the community.

Thus the free public schools were begun and developed to make possible a more efficient citizenship. Here all are given a chance. A democracy to endure must be based upon the education of all the people.

Lesson 2

Not until 1870 did England undertake national education. At that time about one-half of the children there were not in school. Yet even there the schools were neither free nor compulsory. That project was not accomplished until 1891. Even to-day in England the free public school is considered more in the light of an experiment; all who can afford it send their children to private schools. As early as 1795 in France under the National Convention, a system of primary and secondary education was elaborated but not put into practice because of lack of funds. Napoleon again gave it attention, but not until 1881 and 1882 was it made free and compulsory.

* *From Fraternities to Clubs* in the American School Board Journal for March, 1928.

France is just now attempting to promote free secondary education. In 1860 in Italy three-fourths of the school system was early established for free and compulsory education. However, before the war, the purpose was the exalting of autocracy, not democracy. Judging by what we have learned of progress in American education, it can, therefore, easily be noted that the United States was first in supporting democracy in its educational advantages, and still leads.

Lessons 3 and 4

Here include two lessons on the history and traditions of the local school. Teachers often forget that each new generation of pupils has missed many of the great dramatic moments of the school's traditions. It is also true that these traditions are of vital importance in building school spirit. These two lessons on "History" and "Traditions" are, therefore, of much importance and should be prepared and given with great care.

PROJECT IV—THE LAW OF THE LAND AND THE LAW OF THE SCHOOL

Lesson 1

It is essential in a democracy that education be closely allied with government. Consequently in America the state has had much to do with the development of public schools. A great deal of our legislation concerns schools and a very great deal of tax money goes to public instruction. All help support schools whether they have children in them or not and no one pupil, unless his parents are large tax payers, pays for what he gets in high school: it is a gift from his community. The state assumes both the power to pay for general education and to direct how schools shall be governed.

Lesson 2

The common law, therefore, has always given large authority to the school. The teacher is considered *in loco parentis* whenever responsibility is to be placed with respect to conduct of pupils during school hours and to and from the school. No conscientious teacher would think of encouraging a pupil to speak or act in the home contrary to the will of his parents. It is likewise desirable that parents respect the will of teachers during the time of school. No doubt both parents and teachers make mistakes in the discipline of young people, but it is seldom indeed that either require them to do anything dishonorable or illegal. Pupils should accept the professional prescriptions of their teachers in the same spirit as they do the orders of their physicians or the treatment of their

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dentists. These men often hurt to help. Teachers cannot always give pleasant medicine for the development of the mind and character.

Lesson 3—Discussion

1. Why is education more necessary in a democracy than in an autocracy?

2. What are some of the laws which the state of Iowa has made to govern the school?

3. Why does the state tax citizens who have no children for the support of the public schools?

4. What would result if young people were always permitted to do as they pleased?

5. At what age does the law recognize a person as being capable of judging what is best for him?

6. Why is it difficult for the average parent to decide what is best for his child in school hours?

7. Is there any legal backing for the enforcement of school regulations by school authorities?

8. Why is it necessary for pupils to respect the authority of the teacher?

9. What is the attitude of law-abiding folk toward authorities, either school or state, who permit some individuals to "get by"?

10. Why is there less corporal punishment in school than in the home?

PROJECT V—CONVENTIONS

Lesson 1

It has taken mankind many ages and cost much to develop certain forms of conduct which are symbols of underlying features of our civilization. For example, it is a custom for a man to tip his hat to a woman when he is greeted by her on the street. Practically, this would be considered useless but as a courtesy or convention is a symbol that respect and honor due to womanhood. He who has such a motive in paying tribute does so, not only to the one saluted but to all women and girls. It is a modern reminder that men still believe in chivalry and are proud to acknowledge publicly that courtesy and respect that are worthy symbols of something deeper and precious.

There is another aspect to convention. It is significant that wherever people are thoughtful about the observance of convention fewer laws and regulations are needed. When Thomas Jefferson said those people who are least governed are the happiest he had in mind people who are educated and who were considerate of the

rights of others. No man ever fought more consistently for the enactment of laws for the abolition of special privileges, yet he recognized that if all had equal opportunities for education and social and political rights it would not be necessary to have many additional laws. Therefore, if at times rules and regulations seem irksome, search yourself and see if you are careful about the conventions which time has set for the preservation of worthy institutional ideals.

Lesson 2

There are about half a dozen conventions which are especially valuable for preserving the moral tone of a school and their disregard is always an indication that the school is backward or undisciplined.

Assembly Conventions. The meeting of the whole school in an assembly, or the meeting of a class for a program, give rise to certain regulations which should be discussed in home rooms and understood by all. School time is taken on the assumption that these programs are educational and worth as much as a class period. Attendance is taken and absence is checked as carefully as in classrooms.

The appearance of the chairman at the front of the stage is the signal for silence. It should not be necessary to tap a desk or ring a bell for the attention of a courteous audience. Pupils who wish to assist may applaud but should never "shush" for attention.

Courtesy to the speaker or to the performers requires absolute attention. Even if the program is not interesting to some, they should keep in mind that it is interesting to others and that the assembly committee cannot suit every one at once.

Lack of culture and refinement is shown in no way more plainly than the tendency to laugh at the wrong time or to applaud by any other method than spontaneous handclapping. Tramping, whistling and clapping in time are all Bowery manners. There have been many good laughs in assemblies and good wholesome humor will bring more. Laughing at the mistake or accident of a speaker or performer, however, is a very low grade of humor and reveals a lack of innate courtesy. Laughing at the announcement of an unfamiliar musical title is a betrayal of both ignorance and discourtesy. Perhaps the most disgraceful feature of misplaced humor is the attitude of a few pupils who smirk when a nude statue appears in a film or when an allusion is made to sex matter by a speaker. Those whose unclean minds take these opportunities as excuses for laughing give evidence of lack of culture as well as lack of common decency.

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Lesson 3

Use of Tobacco. Few believe nowadays that there is a moral wrong about smoking. Schools, however, maintain that young people should not indulge. The State makes it an unlawful act for them to buy or have cigarettes in their possession. Health authorities, experts in physical education and athletics agree that the use of such a narcotic is injurious to youthful development.

Even the most thoughtless will admit that it would be very undesirable to smoke in class. The school is remiss if it in any way permits any other attitude. This attitude of friendly solicitude for the welfare of boys and girls entrusted to teachers and officials of the school is unfairly met if pupils smoke anywhere in the neighborhood of the building or at a school gathering elsewhere.

Discussion

1. Who should be more concerned about the good name of the school on this point, pupils or teachers?
2. Why does a pupil hide a cigarette when he meets a person whose opinion he respects?
3. What do we mean by the "economic" argument against the use of tobacco?
4. What do citizens think when they see pupils smoking as they stand around in groups near the building or "lighting up" as they leave?
5. List six "advantages" of smoking. Do they outweigh the disadvantages?

Lesson 4

Gum Chewing: In several ways gum chewing is as contrary to school convention as the use of tobacco. The use of gum in public in addition to being a badge of poor breeding is a sure indication of low morale in a school. In its wake follow the slovenly habit of littering the floor with papers and the castaway "cuds" and the disgusting practice of talking with a "mouth full."

Discussion

1. In what ways are there counts against gum similar to the use of tobacco?
2. Why is it bad form to eat or chew in public buildings or on the street?
3. Did you ever accidentally put your hand on a wad? What about germs from some one's mouth on your fingers?

4. List a half dozen men and women of distinction and try to picture them chewing in public.

5. Yes. Will Rogers chews, but his gum is a part of his make-up. Would an actor wear his wig in public?

Lesson 5

Courtesy of the Hat. Society has decreed that men and boys do not wear hats in certain places. The school hall is one. It is not because of lack of need for head covering, or because of the place alone, but because civilization has flowered in this act of chivalry toward women and girls. The barbarian or boorish person does not know this. He thinks this is just a whim of some teacher. The hat, too, is an index of the tone of a school.

Discussion

1. What is the matter with a boy's ideals when he will stand in the hall with his hat on and talks with a girl but will doff it when the principal comes along?

2. What can a girl do to help an uninformed boy correct this breach of good form?

3. In what way has the use of the automobile affected the hat convention in the street? Will the aeroplane further change the custom?

4. Should these conditions be permitted to change the attitude of courtesy elsewhere?

PROJECT VI—PROPERTY

Lesson 1

Respect for public property is often lacking because people do not realize that when it is destroyed or marred the expenses fall on all. It is a law of economics that all destruction of property penalizes everybody. A broken window in Seattle decreases the wealth of a citizen in Cedar Rapids an infinitely small amount, but when multiplied by all the cases of destruction everywhere it is enough to make life an economic struggle. Waste and destruction on a big scale as in war time illustrate this economic truth. A hostile army lays waste the countryside in Europe and two generations of Americans, three thousand miles away, are burdened with the bill.

The pupil who wantonly defaces school property or wastes his own substance commits in a small way the same crime against other people. This economic law is inescapable. Besides, he selfishly

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trespasses on the rights of the other pupils who come after him and thus destroys the usefulness and beauty of furniture and equipment.

Discussion

1. In what ways do pupils often break this economic law?
2. Are parents the only people who pay for furniture and equipment in the school?
3. What are some wasteful practices which thoughtful pupils can eliminate in Washington?
4. What would be the effect on living expenses and taxes if no property had been destroyed or useful material wasted, either intentionally or accidentally, during the last hundred years?

Lesson 2

Respect for property is reflected in the old Biblical law of "Thou shalt not steal." Moses, the master director of character development, wisely foresaw that a people could not become a great nation unless this fundamental moral law was observed. There is no form of school dishonesty except lying which so undermines character. A pupil who helps himself to the pens or books of others may escape punishment for a time, but sooner or later he will reap the reward due one who is not honest and trustworthy with respect to what belongs to another.

The pupil with a thieving inclination should be discouraged by other pupils taking care of their property. Money or other valuables should never be left in lockers or on desks. Every day honest pupils bring more found articles to the office than things reported stolen. The office drawer always contains a motley collection of articles carelessly left here and there. The name of the finder is recorded and the article advertised in the daily bulletin. Lost articles are advertised on the public bulletin on the second floor. All pupils are urged to coöperate in building up a strong sentiment in Washington for respect for the property rights of others. Begin now by supplying yourself with your own paper, pens, *et cetera*, and keeping track of your own possessions.

Discussion

1. Are your gymnasium shoes and suits plainly and indelibly marked?
2. Do you carry money or tickets in a "bad" pocket?
3. What happens if you lose your ticket to the theater or your railway ticket?

4. Can the school afford to be responsible for a lost budget ticket which some dishonest finder may be using?
5. Who is able to catch a thief better, pupils or teachers? Why?
6. What can pupils do to eliminate thieving in school?
7. What should be done with a thief when caught?

PROJECT VII—TEMPERAMENT

Lesson 1

PUPILS LOSE

1. Who are or seem unhappy or sullen.
2. Who are hard to be with or to look at—who “grate on the nerves” of fellow worker or employer.
3. Who are untidy, unclean of person or clothes, slovenly, careless, flashy, untastefully dressed.
4. Who are lop-sided, stoop-shouldered, head down and ungraceful, stiff, “born tired,” fidgety, shrill or loud or indistinct of speech.
5. Who are late in arriving, inattentive, slow in beginning, dawdling.
6. Who are discourteous, ill-mannered, “fresh,” obsequious, thoughtless, loud of dress or speech.
7. Who are not deferential to elders and official superiors, especially at home where manners and attitudes and success are made.
8. Who are gamblers, wanting advancement without earning it by efficient work and conduct in to-day’s job and task.
9. Who are not reliable, avoid responsibility, do only what is required, work well only when watched.

—Public Service Bulletin.

Lesson 2

PUPILS WIN

1. Who are and seem happy, vital, brimful of the joy of living and of doing.
2. Who are “easy to look at” and to be with.
3. Who are noticeably clean and neat—hands, hair, face, clothes, shoes.
4. Who have good posture, erect, rosy, and a voice pleasant to hear, low, soft, round.
5. Who are punctual in arriving, in coming when called, in starting when sent, and in returning.
6. Who are courteous—and thoughtful to everybody not merely to superior officers.
7. Who are deferential to elders, especially to parents and to persons responsible for their work.

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8. Who are ambitious to rise by proving their interest, ability, and trustworthiness in the job and task at hand.

9. Who are reliable, to be trusted, willing and eager to carry responsibility.

10. Who are teachable and studious, grateful for every hint which will show where their work or manner can be improved.

—*Public Service Bulletin.*

PROJECT VIII—SIX TESTS OF GROWTH

No pupil is in school because he is perfect. The process of education is designed to draw upon native ability through the development of knowledge and skill adaptable to civilization. Teachers can do very little for the pupil who "has arrived." It is, therefore, of prime importance that a pupil place himself in the place of the learner and check on these six tests of his mental growth.

1. Do you choose your friends from those whose influence pulls you up or down? You will soon be away from the educational influence of school, but the improving or wrecking influence of other people will be with you always.

2. Are you adjusting yourself to conditions of real life? For example, there is a lot of good stiff work ahead for those who will amount to much in this world. In school you must be forming habits of regular application. This adjustment cannot be made over night. The world is full of criminals and other unfortunates who started out on the theory that the world owes them a living. They were not geared to the facts of life in time.

3. Are you satisfied with yourself? If so, you are not for this world. The most hopeless pupil or adult is the one who expands before plate glass and by his airs and poses says, "Look at me. I am a champion. No old fogey can tell me where to head in!" There is no chance for education in his case. Humility is the virtue that precedes eminence and "egotism is the anesthetic which Nature administers to deaden the pain of inferiority."

4. Can you detect a change in yourself? If so, you are being educated. If the change is toward fine ideals it is good; if not, look out! There can be no standing still in school. Principals, teachers, and pupils must be going ahead or becoming stagnant. Do you think and feel exactly the same as you did a semester ago? If so, you are not being educated.

5. Are you developing moral fiber and strength of character? The stories of Grover Cleveland and the Chicago riots and Calvin Coolidge and the Boston strike are fine illustrations of character and courage which should point out the temptation of yielding

popularity when principles must be maintained. Every man, especially a leader, must suffer from the displeasure of mob spirit in order to carry on, and school is the training field for strengthening backbones against ignorance, immorality and greed.

6. Are you learning to adjust yourself to new conditions? No education is complete if it does not teach that nothing in this world is permanently fixed. The educated person has the poise to meet new situations without fear. Animals and savages are dismayed by sudden changes in their daily routine. They have not learned that civilization and progress mean quick and unexpected changes. Pupils should, therefore, learn to adjust themselves to school conditions as they develop. They should be preparing to play a part in a world where the unexpected happens. The heroes of the race have been men who were quicker than their fellows in recognizing and seizing new opportunities.

PROJECT IX—VIRTUES THAT BRING PERMANENT SATISFACTION

Lesson 1

Honesty and Truthfulness.

- a. In examination and written work.
- b. In excuses for absence and tardiness.
- c. In preparation of lessons.

Lesson 2

Coöperation and Participation.

- a. Attitude toward councils and monitors.
- b. Helping school enterprises.
- c. Doing part when called upon.

Lesson 3

Courtesy and Consideration.

- a. Respect toward chaperones and critics.
- b. Rights of others in halls, cars, and at games, parties and plays.
- c. Courtesies to substitute teachers and visitors.

Lesson 4

Speech and Spirit.

- a. Correct forms of address when speaking to older persons.
- b. Unbridled speech as a hindrance in acquiring self-control.
- c. What speech reveals about the character of pupils and school.

VOCATIONAL GUIDANCE

A COURSE IN PRACTICAL ADVICE FOR ELEVENTH YEAR
HOME ROOM GROUPS **Objectives*

1. To call attention of pupils to the need of information in planning for their life work
2. To find out what subjects will aid in attaining success in various occupations
3. To appreciate the importance of contributing an honest share of performance of the world's work

This course on vocations is by no means exhaustive, it merely suggests some of the most important points to be considered in the choosing of a career. The advisers are urged to introduce new material, or enlarge on the course in any manner they so desire.

The committee feels that the course may be presented so as to appeal to the pupil in a very definite way. No pupil, however, will be interested unless he considers each lesson and each problem as one which concerns him and his own future. Many pupils will complain that they have made no choice of career a condition which will serve only to justify the giving of such a course. The fact that at the end of the course, a pupil points out that he has changed his mind about his future occupation, is possibly an indication that the course has been a success.

The success of the course depends first on the adviser's own knowledge and interest in it, and it is hoped that no adviser will attempt to present it until she has thoroughly informed herself.

Each project is divided into lessons; each lesson to furnish material for one Home Room period unless otherwise specified.

Project VI should be discussed in a general way in the light of

* The material presented for this project was prepared by a committee of Washington teachers, Gertrude Hinkhouse, Clementine Otto and Mable Heisey. The work in this school is supplemented by a three year vocational guidance program. The first year over a hundred business and professional men and women came into the school on three successive Wednesdays and held vocational group conferences on over thirty occupations. The next year the school spent two half days visiting offices, factories, institutions and other places of business in small groups under the direction of trained guides. The third year two experts in guidance, J. Adams Puffer and Katherine Woodruff spent a week in the offices of the boys counsellor and dean of girls holding individual conferences.

the pupils' own choice. Only those occupations in the list in which pupils in your Home Room are interested need be touched upon.

As suggested in Project VII practice interviews, and practice letters of application should be both interesting and helpful.

Projects VIII and XII deal with the second part of the course—the making of a career book. The cover, folder, and instructions for this career book will be furnished at a nominal cost, to each pupil. This book is the result of individual research, and should be the most practical and interesting of the course.

It would be impossible to list all the vocational books which would be helpful to the pupils, but many of those listed may be secured at the public library. The bibliography given is for the most part a general one—books used in the making of the course, and books in the school library.

PROJECT I

Lesson I. What Is the Value of Such a Course?

Investigation in Washington high school has shown that a great many pupils here have no plans for the future beyond graduation from the high school. Others who have plans for their life work, have no conception of the training requisite for the materialization of their plans.

This is the era of the trained worker, the untrained man and woman is forced to realize this in the competitive race in business. It is necessary for the individual who wants to make a success in life to begin his training early. Nature may have endowed him with certain abilities and talents; these must be developed and others cultivated. The pupil must be brought face to face with the problems of the future, learn the necessity of "education with a purpose," and fit himself very definitely for what he has chosen as his life work.

This course is offered in order that the pupil may have a better knowledge of what constitutes education and training for his particular line of work. The imagination of a boy may be captured by stories of great engineering feats, and he is swayed by his admiration into choosing engineering for his life work. A serious study of the requisites in the engineering course may make him realize that he would be wholly unfitted for such a profession. Many a girl decides to enter the commercial field, little realizing the many requirements and qualifications of a good stenographer, or a secretary.

History is replete with men who have failed to make the proper choice. Patrick Henry and Ulysses S. Grant both drifted from one failure to another until their country's call furnished a field for leadership. Robert Fulton and Samuel Morse both fitted themselves

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to be artists—but who remembers their artist's works? It was through their inventive genius and their contributions of the steam-boat, and of the telegraph that these men succeeded. Fortunately for themselves and for the world these men were able to shift to the work for which they were best fitted, but many find out too late to make the change, that their choice of a profession was unwise. As a result thousands of workers are inconvenienced and discontented and the world of industry has its misfits.

The parents cannot decide for their children what their life work should be. What a loss to the world had the parents of the musician Handel had their way and made of him a lawyer—or had the poet Keats continued in the profession of medicine as his parents desired. Robert Louis Stevenson left an unfinished work "Weir of Hermiston," which dealt with the question of how far a child might disobey his parents in the choosing of a profession. Stevenson followed his parents' wishes for many years, in studying and practicing engineering and law but he knew that his real interest and talent lay in writing. In contrast to this picture, we see the parents of the great Pasteur, who knowing their son's chosen field, and realizing his abilities, aided him in every possible way toward the realization of his dreams.

The purpose of this course is more informative than advisory. The course presents to the pupils, for their own study and research, the many possibilities for life work, from which to make their choice. With each vocation the pupil studies the basic qualifications and weighs the advantages and disadvantages. He learns to analyze himself as to his possibilities and limitations, and so is guided in choosing the kind of work for which he is best fitted.

In the first part of the course a general survey is given of the facts to be considered by the pupil to face his own problems.

In the second half of the course the pupil sets out to solve his own problems. After choosing his profession the pupil makes a career book in which he reviews the different phases of that profession. Instructions as to the form of the book are given in detail (see outline) but the pupil's own interest and originality will determine his choice of the contents.

PROJECT II—WHAT IS WORK, AND WHAT ARE SOME OF THE ELEMENTS WHICH ENTER INTO IT?

Lesson 1. What Is Work?

Work is defined as the execution of strength of faculties; physical or intellectual effort directed to an end. There is no other way of producing those things which support life and contribute to the joys

of living than by work. Could you be truly happy if you had no work to do? How would you spend each twenty-four hours? While work is not the chief end of living it is the most important occupation in life—a means to an end. Need work be unenjoyable and onerous? *Discuss.*

We speak to-day of the dignity of work—labor was looked down upon in the past, was considered lowering, and was left to slaves and menials. We have traveled far in our own United States from that position since 1860—from the days of slavery we have far out-distanced European and Oriental countries. Are you informed on the caste system of India? You can find no better illustration of the stigma attached to the laborer than in that caste-ridden country. On the other hand in our American colleges where one expects to find the nations best, do we find any stigma attached to the student who “works” his way through?

There are classifications into which the work of the world falls. We speak of this man as a professional man, that man as a business man. We might describe the business man as engaged in the making, buying or selling of material goods and the professional man as engaged in the distributing of the products of the intellect. (Fowler, *Starting in Life*, page 380.) Classify the following, physician, artist, merchant, lawyer, carpenter, editor, stenographer, manufacturer, minister, mechanic, engineer, banker, teacher, etc.

It has been said that 99 per cent of the boys fitted for professional life show natural tendencies, and early develop characteristics in favor of professional life, and opposed to business life. What would some of those tendencies and characteristics be? Can you see the advantages of business life and of professional life?

We hear the terms vocation and avocation. The derivation of the words signify “a calling,” and “a calling away from.” Do you think one may take the word vocation literally, and really feel a “call” within him, that compels him to take up a particular line of work? Do you think the “call” which came to Joan of Arc was real? Do avocations present dangers, or only the advantages which come as a change from more or less monotonous work? Give illustrations.

PROJECT III—WHY IS AMERICA CALLED THE “LAND OF OPPORTUNITY”?

Lesson 1. Why Is America Attractive to Foreigners?

The earliest immigrants who came to America were influenced by two motives—religious liberty and economic advancement. Give illustrations.

During the revolutions of 1830 and 1848 in Europe, when political

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liberty was crushed, the majority of immigrants came for political freedom.

What would one give as the motive for immigration to-day—political, religious or economic?

Of late years until the Immigration Law of 1924 was passed, 80 per cent of our immigrants came from southern and eastern Europe. The wage scales of those countries are approximately one-third those of the United States. Wages being low, the standard of living is exceedingly low,—homes, clothing, and food are far inferior to those of the working men, who, in America, engage in the same occupations. It is to improve their economic status that the majority of immigrants come to America to-day.

How do they learn of the opportunities? The 1910 census indicates that 95.1 per cent of the immigrants of that year came to join relatives. In addition to the letters from America, steamship and railroad companies have their agents at work throughout Europe encouraging immigration. A good authority states that two of the leading steamship lines, prior to the World War had from 5,000 to 6,000 ticket agents in Galicia alone, and that there was a "great hunt" for immigrants. Conditions in America are often grossly misrepresented by these agents as well as by the relatives and friends already here.

Perhaps the foreigner's dream of America is Utopian. He is often exploited by the American employer who takes advantage of his ignorance of American conditions. We hear of alleged injustice and cruelty at Ellis Island, but despite it all America still remains to the foreigner the "land of opportunity." Because of * recent immigration laws the foreigner who desires to come to America, feels that we are unfairly closing the door of opportunity on him.

Why has the United States limited immigration? Is it fair?
Discuss.

By the act of 1924 quota limitations are 2 per cent of the population of such nationality resident in the United States according to the census of 1890.

On July 1, 1928 the number of immigrants admitted will be reduced to 150,000 annually.

What is the present basis for immigration?

Lesson 2. Who Are Some Outstanding Immigrants?

Statistics show that in the last one hundred and six years, 34,435,332 immigrants have come to America. Of these many have re-

* By a series of legislative acts the United States government has excluded all Orientals, except students, merchants, professional men and employees of exhibits and expositions.

turned, but the majority have constituted a most substantial part of our country's citizenry. It might be well to review the lives of some of the prominent ones—they should serve as an inspiration to us.

Alexander Graham Bell, inventor of the telephone, was born in Scotland in 1847. He was a teacher of deaf mutes by a system of lip reading invented by his father, prior to his coming to America in 1871. The telephone, as we know it to-day is the product of many inventors, but Bell was the pioneer. His patent, granted in 1876, was at that time the most valuable single patent ever granted. In addition to the telephone, Bell invented the photo-phone—and the graphophone. He also did much to advance education of the deaf.

Michael Pupin has a record of from immigrant to Columbia University professor in fifteen years. Pupin arrived in America from Serbia with five cents, knowing no one, as he expressed it, "save Lincoln, Franklin and Harriet Beecher Stowe." His work was such that he was able to study the steam engine at close range, and he made interesting experiments and discoveries. To-day his name is known in every laboratory of electrical study. Two of his patents form an integral part of the Marconi wireless. Though he gets little credit, Pupin was also a pioneer in the invention of the X-ray machine.

Andrew Carnegie's record is "from messenger boy to millionaire." Carnegie came from Scotland when thirteen years old. He was shrewd, industrious and thrifty. During the Civil War he was superintendent of the railroad and telegraph lines of the east under government employ. Later he introduced the Bessemer Process of making steel. Carnegie is remembered best as a philanthropist.

His libraries are in thousands of cities. He built the Palace where the International Court of Justice is located at the Hague, and he endowed numerous worthy causes.

Dr. Arthur Steindler, orthopedic surgeon, is the most skilled surgeon in the correction or prevention of deformities, especially in children, that there is in the world. Steindler was born of Jewish parentage in Vienna in 1878, and came to America in 1907. He is chief surgeon at the Perkins Children's Hospital at Iowa City. Many of his operations are considered little less than miraculous.

Adolph Zukor is known to the American public as the president of the Famous Players-Lasky Corporation, which controls the Paramount program. His aim of "better pictures for a better and bigger public" placed the moving picture business on its present high level, and himself as an immigrant worthy of study.

Edward Bok, former editor of the *Ladies' Home Journal*, came to America at the age of six. He tells of the process of his Ameri-

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canization in his most interesting autobiography. Through the medium of the press he used his influence for numerous worthy reforms.

Jacob Riis, born in Denmark in 1849, came to the United States in 1870. At the time of his death, Mr. Riis was regarded as one of the most outstanding social workers in the country.

Dr. Edward Steiner was born in 1866 in Vienna. Dr. Steiner is professor of Applied Christianity at Grinnell College, Grinnell, Iowa. In addition to his professorship, Steiner is a sociologist of note, a prominent lecturer, and an author.

Added to this list might be many other names. Do you know of any others? Are any of Cedar Rapids' foremost citizens men who came via Ellis Island?

Do the records of these men uphold the popular theory that America is the "Land of Opportunity"? Considering the handicaps the foreigner has, and the advantage the American born has, should not America spell greater opportunity to you?

Lesson 3. Do You Realize and Appreciate the Opportunities Open to You?

To the foreigner America signifies a land of liberty—freedom of religion, freedom of thought, freedom in politics, a chance for economic independence, so he gives up home, friends, security, and native country and risks all to gain these blessings. Do we, who are born into this heritage, realize its worth? Or do we take for granted these liberties for which our ancestors fought so fiercely?

Perhaps on a return tourist boat from Europe will be found our most loyal citizens—people who, viewing the lot of the European, ask nothing more than to be an American.

Look at the wealth in our United States which controls—

76% of the corn crop
70% of the cotton crop
72% of the oil
59% of the copper
37% of the coal
25% of the silver.

And who can foretell the potentialities of these and other resources?

The per capita wealth in
United States is \$2,000
United Kingdom is \$1,500
France is \$1,400
Russia is \$400.

America is one of the few countries which has come "back to normalcy" since the World War—unemployment in the United States is small in comparison with that of European countries. We have no great foreign debt, and can think in terms of future development.

The American Federation of Labor is advocating a five-day-week plan which Henry Ford and others are adopting. Efficient organization has put on the market at moderate prices victrolas, radios, automobiles, etc., which are almost prohibitive to the laboring class in Europe. Modern inventions are reducing the drudgery of work. Every opportunity is available for the ambitious ones to use their leisure time to advantage.

New fields of industry are being opened furnishing advantages to those who will grasp them. New discoveries in science are awaiting you. The radio, surgery, mastery of the air, etc., etc., are still new fields waiting perhaps for you to develop them.

NO CHANCE

*With doubt and dismay you are smitten,
You think there's no chance for you, son?
Why, the best books haven't been written,
The best race hasn't been run;
The best score hasn't been made yet,
The best song hasn't been sung,
The best tune hasn't been played yet.
Cheer up, for the world is young.*

*The best verse hasn't been rhymed yet,
The best house hasn't been planned,
The highest peak hasn't been climbed yet,
The mightiest rivers aren't spanned;
Don't worry and fret, faint-hearted,
The chances have just begun,
For the best jobs haven't been started,
The best work hasn't been done.*

—BERTON BRALEY.

One commonly cited proof that the world is growing better is the willingness of men to help those less fortunate than they. Thousands of scholarships are open to young men and women giving exceptional educational advantage—just for the asking. No country spends as much on the education of its youth as the United States.

Are you, then, going to be put to shame by your immigrant friend who, surmounting innumerable handicaps, can rise to positions of wealth and fame?

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PROJECT IV—WHAT IS THE RELATION OF WOMEN TO THE WORLD'S WORK?

Lesson 1. Why Was Woman's Place in the Home?

Primitive woman's part in the world was to secure food, make clothing, rear a family, and keep up the home. Thus, primitive woman was a producer, an artisan and administrator, and an economist. While the man of the house went far in search of game, or in pursuit of his enemies, it was the woman who was the real organizing force in the home. Her task was a never-ending one.

*"Man works from sun to sun,
But woman's work is never done."*

Hence her position necessarily was in the home.

It is only with the modern conveniences of the household, that women have been relieved, have been able to do their work more efficiently and quickly, and have found themselves with leisure time. Who would wish them to go back to the living conditions of their grandmothers? Does the saying that "woman's place is in the home" in this age of electricity, conveniently planned homes, and numerous labor-saving devices, have the significance it once had?

One of the most potent factors in keeping women in the home is purely a conventional one. She has ever heard that her sphere was in the home, that it was unladylike to be too well educated, and engage in business. Noah Webster in "A Letter to Young Ladies," published in Boston, in 1790, declared that women "must be content to be women, to be mild, social and sentimental." The novel of the period portrayed the young lady as an ornament in society, swooning at the least thought of danger, to be protected and shielded. Women who sought to break down these conventions, and there were many who rebelled against them, were looked at askance.

Together with convention went a prejudice against women. Men considered them the weaker sex, not only physically but mentally, incapable of grasping anything save the problems of the home. Nor is that an old idea—only in 1920 was the stigma of inferiority removed from women in America, by the passage of the nineteenth amendment giving women equal political rights with men.

The Greeks proved that under favorable conditions there is no difference between the male and female intellect, and that genius knows no sex. The scientist to-day is unable to distinguish between the brain of a man and the brain of a woman. This proves the same point, that women are not an inferior sex, but are capable of the same activities as men—and hence have abilities outside the realm to which convention and prejudice have delegated them.

How has woman's position changed? How big a part does convention play in our lives? In your classes, who are better students, boys or girls? Do you think there is still a prejudice against women workers?

Lesson 2. Who Are Some Women Leaders Who Have Been Factors in the Change of Woman's Status?

We have only to compare the woman of America with the woman of Egypt or of India to realize the long road American women have traveled.

The position of the American woman to-day is hers largely through the influence of prominent women leaders who faced ridicule and censure to elevate the position of their sex, and to bring about other needed reforms.

Just recently in the Hall of Fame in New York, there was unveiled a statue of Mary Lyon, a tribute to her work for the women of America. *Mary Lyon*, in 1837, opened Mount Holyoke Seminary for Girls. Though in Hartford, Connecticut, in 1771 girls were allowed to learn "reading, writing, spelling," and sometimes "to add," not until the close of the eighteenth century, did the majority of the New England towns provide even meagerly for the education of girls. Mary Lyon met with much opposition, but the opponents to her plan were disarmed somewhat by the fact that in the school there was to be thorough religious training, and that the girls were to do their own housework. But notwithstanding these restricting influences, there went out from Mount Holyoke teachers demanding even greater opportunities for themselves, and for the girls they taught.

Catherine Beecher, in addition to her work in schools for girls, organized in 1852 the American Woman's Educational Association, "to aid in securing to American women, a liberal education, honorable position, and remunerative employment." Great was the influence of Catherine Beecher in shaping the educational program of the Middle West.

It is through the work of these women, together with the work of *Emma Willard*, *Alice Freeman Palmer*, *Sophia Smith*, and numerous others, that educational advantages for women so increased. In 1916 statistics show that women received two-thirds as many Bachelor of Arts degrees as men, and one half as many Master of Arts degrees. Twice as many women were graduated from colleges in 1907 as were graduated in 1897.

Outstanding in another line is *Dr. Elizabeth Blackwell*, the first woman physician with the degree of M.D. It was through her work that the way for women in the medical profession was opened—not only in America, but in Europe.

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The anti-slavery and the temperance movement brought to the fore prominent women leaders, despite that fact that "women should keep silent in the churches."

Harriet Beecher Stowe's Uncle Tom's Cabin, had a marked moral influence. In the same movement was the Quaker leader, *Lucretia Mott*.

In later years *Frances E. Willard* and *Susan B. Anthony* stand as leaders in temperance reform, and as advocates of woman's rights.

The Y. W. C. A. movement, and all it means to girls throughout the world, serves as a monument to the efficient work of *Grace Dodge*.

Julia Ward Howe has contributed more than The Battle Hymn of the Republic. She spent her life in reform movements, not the least of which was the movement for world peace.

Hull House, the work of *Jane Addams* is known through the world—a wonderful instrument for good, but a project that was fraught with many difficulties and discouragements.

These pioneer women gained the reputation of being bold, aggressive and dogmatic, they were looked upon as unwomanly and queer, and they served as the butt of ridicule. But it is through the influence of such women as these that the American woman has gained her liberties. The task that remains is equally great—the American woman must learn to use well these liberties she has gained.

Do you know of other pioneer women? Are there outstanding women in Cedar Rapids who have done much for their community? Are the days of pioneer women gone? Who are some national leaders?

Lesson 3. What Is the Status of Woman To-day?

The development of the factory system caused the decline of manufacturing in the home, and young women followed these pursuits into the factories and shops. The majority of women in industry to-day, are merely doing the things women have always done—making garments, preparing food, training children, and continuing a thousand processes which give comfort to personal and domestic life, but they are doing these old tasks in new places and by new methods.

The transition of women from the home to the shops and factories is still going on—

In 1890	there were	3,005,532	women in industry
In 1910	" "	8,075,772	" " "
In 1922	" "	12,000,000	" " "

No single event of recent years is as responsible for the increasing number of women in industry in America, as the World War, when

thousands of women entered the business world for the first time, to relieve men who might be used in the fighting forces. In England by 1918, 90% of the women wage-earners were at work in labor previously considered wholly a masculine monopoly. Many women have continued to work, not because of a war-time need, but because they have found their "niche."

On the other hand women for the past century due to their increasing educational advantages have desired to utilize those advantages in a definite way. Figures show that they have done so—44.1% of the professional group are women.

According to the 1910 census—

- 10% of the physicians are women
- 92% of the nurses are women
- 80% of the teachers are women
- 35% of all clerical workers are women
- 82% of all typists are women
- 75% of all librarians are women
- 12.9% of all tradesmen are women
- 16.6% of workers in agriculture are women.

While the figures show that only 20 to 30% of the women in America are engaged in gainful occupation, that percentage is rapidly increasing—

In the years 1880 to 1910

- In law the number of women increased eighteen-fold
- In medicine the number of women increased five-fold
- In dentistry the number of women increased twenty-fold
- In journalism the number of women increased fourteen-fold.

The 1910 census indicates that of the 300 occupations listed, 205 employ women in great numbers.

This does not mean that women neglect their homes—nearly 80% are housewives without gainful occupation, but it does mean that women are fitting themselves to be self-supporting, and that if they do not marry they need not be parasites, as the spinster of the past was.

Do you believe every girl should be taught some occupation, or have some means of supporting herself? Do you think married women should engage in business?

One of the greatest drawbacks to women's position in industry is the low wages they receive. For this they are largely responsible. Many women work temporarily for "pin money" and are willing to work for less than the worker who must support herself by her earnings. The average working period for women is but from four to five years, and this instability is a factor in keeping wage scales down.

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Few women belong to unions, and thus lack that agency for securing better wages.

The wages of a woman are for the most part based on what it would cost to support one, while a man's wages are based on what it would cost to support a family.

What can be done to raise the scales of wages for women workers?

PROJECT V—ARE EDUCATION AND TRAINING ESSENTIAL TO SUCCESS?

Lesson 1. How May One Prepare for One's Career in High School?

While yet in high school every pupil should consider these twelve questions:

1. Which study is the most interesting to me?
2. Which is the least interesting?
3. Have I a gift for music?
4. Have I a talent for art? In design?
5. Am I skilled with my hands?
6. What can I do better than others at my age?
7. What is my greatest achievement?
8. What is my hobby?
9. In which of the following lines am I most interested?
 - a. Professional career
 - b. Business career.
10. Have I the qualities of leadership?
11. Do I prefer to deal with human beings, or to concern myself with materials, facts, ideas, systems and programs?
12. Is my determination strong enough for the achievement of my ambitions?

(Let pupils suggest and enlarge.)

Lesson 2. How Does the Trained Worker Compare with the Untrained?

(Let pupils give examples.)

Consider three examples in mechanical vocations. We shall call them Mr. A., Mr. B., and Mr. C.

Mr. A, the average unskilled worker, goes through the lower grades in school. He takes the first job offered him. At twenty-two years of age he has reached the height of his earning ability.

Mr. B, another youth, drifts through high school, goes to a shop at (perhaps) sixteen years of age. While there he wakes to his opportunity and advances to one half more wage than Mr. A., the unskilled, who never finds himself.

Mr. C, a third youth, has made his plans while he is still in high school. When he finishes high school he enters special training for

work of his choice. After four years of training he begins work at as high a wage as B ever reaches and continues to advance after twenty-five years of age.

What, then, will four years of training in a mechanical vocation gain for a man?

The Massachusetts Industrial Committee reports that four years of training for most mechanical vocations, more than doubles the earning power of a man during his early years.

Who are advanced after twenty-five years of age?

The same committee reports—"Hope of advancement after twenty-five years lies open to the trained man alone."

Lesson 3. Is Education a Good Financial Investment? Statistics Prove It.

Education increases earning power. Every investigation shows it.

An article, "Earning Power and Education," in the "World's Work" of July, 1923, gives these statistics:

"Uneducated laborers earn on the average:

\$500 per year for 40 years—total \$20,000.

High school graduates earn on the average:

\$1,000 per year for 40 years—total \$40,000."

Notice that the high school graduate doubles his earning power. A high school education requires twelve years of 180 days each:

a total of2,160 days in school.

If 2,160 days at school adds \$20,000 to the income for life, each day at school is worth, or adds \$9.02. The child who stays out of school to earn less than \$9.02 per day, is not making money, he is losing money.

Another illustration is:

Let the "value" of an individual be considered the amount which at 5 per cent interest would yield an income equal to the salary received—then:

A day laborer is worth.....\$18,000

A shop apprentice is worth.....\$25,000

A trade school graduate is worth.....\$42,000

A technical school graduate is worth.....\$60,000

Lesson 4. Is an Educated Citizen an Asset to Society?

Let us begin in immediate surroundings.

1. Compare the home conditions of the trained with those of the untrained workers. To which are you attracted?
2. Statistics prove that the trained worker is an asset to business

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for he buys more of the modern improvements for himself and his home than does the untrained worker.

3. What kind of man or woman is your ideal? Is he the untrained man, therefore likely to be unappreciative and undesirous of better things, or is he the trained man and therefore appreciative of, and demanding, the better things of life?
4. Let us consider a broader field.

The 1926 research bulletin of the National Education Association gives us these facts;

"A thorough education is increasingly necessary for those who rise to the top. Only a man of genius may rise in spite of no formal schooling. On the other hand, we do not know how many men of potential genius fail to contribute to progress because of lack of school training."

5. Statistics compiled from "Who's Who in America," 1925-1926, give us these statements:

There are 7.1 per cent of the whole population of America with no schooling. They contribute .3 per cent of those listed in Who's Who. On the other hand, there are 6.7 per cent of the whole population of America with a college training. These contribute 77.1 per cent of those listed in Who's Who. Those are people who give something to society.

PROJECT VI—WHAT ARE THE NECESSARY QUALIFICATIONS FOR EVERY OCCUPATION OR PROFESSION?

Lesson 1. What Qualification and Characteristics Should I Have in Order to Make a Success of My Career?

Two qualifications are common to all, one, physical, the other, moral. Let us then consider health and character.

Health is essential to all successful life work. In choosing his occupation every pupil should consider his health record. He should ask himself these questions in regard to it:

1. Do I have any physical weaknesses?
2. Do I have much endurance?
3. Do I lose much time because of sickness?
4. Have I done anything to make myself physically fit?

(Use Theodore Roosevelt as an example for 4.)

Even more important than health is *character*.

Preparation for life work is not limited to mastery of certain subjects nor to acquiring skill and ability, it should include development of character. Real success is founded upon character. All the training of technical schools and universities will not make a dishonest man truly successful in life. That is why we try in high

school to cultivate a sense of honor. What is the outlook in life for a pupil who has the habit of borrowing his neighbor's work? What is the outlook for the pupil who continually wastes his time and that of his teachers? He is being dishonest with his parents, with his teachers, with the taxpayers who have provided the schools, and with himself. He is forming habits which he will carry through life. When he gets into the business world, he will be a slave to the same habits. There he will be dishonest to his employer. Charles M. Schwab said, "The man who fails to give fair service during the hours for which he is paid is dishonest."

A man with an uncontrollable temper cannot hope for success. What is our attitude toward the pupil who flares up at the slightest thing that does not happen as he wanted it to? Or what is our attitude toward the one who pouts when things go wrong? Neither the man with the temper nor the one with the pout can hope to be successful. It must be the duty of each to overcome those characteristics while yet in high school. No employer needs to tolerate an employee with such faults.

Therefore, an ambitious youth will endeavor to perfect his character and to develop the qualities demanded by his vocation just as earnestly as he strives to master the technique of his trade or his profession.

Each should ask himself how many of these characteristics he possesses, and how many of them need further development in him.

Tact and diplomacy
Initiative and leadership
Understanding of human nature
Enthusiasm
Perseverance
Self-confidence
Self-control
Honesty

Let each also ask himself:

Am I conscientious, reliable, prompt, efficient, and clean mentally and morally?

PROJECT VII—WHAT ARE THE OCCUPATIONS FROM WHICH ONE MAY CHOOSE, AND WHAT FACTORS SHOULD INFLUENCE THAT CHOICE?

Lesson 1. From What Occupations May One Choose a Career?

Advertising	Physical Education
Agriculture	Insurance
Architecture	Journalism

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Banking	Kindergarten Teaching
Bookkeeping	Law
Building	Library Service
Civil Engineering	Manufacturing
College Teaching	Medicine
Decorative Art	Ministry
Dentistry	Music
Design	Nursing
Dramatic Art	Pharmacy
Drafting	Private Secretaryship
Electrical Engineering	Railroading
Elementary Teaching	Realty
Government Service	Salesmanship
High School Teaching	Social Service
Home Making	Stenography

Lesson 2. What Are the Advantages and Disadvantages of Certain Occupations?

Many an individual training for his chosen work is blind to its advantages. He sees only the chance for service or wealth or fame.

It is necessary to be alert and open-minded and to weigh carefully the advantages as well as the disadvantages of every calling. Consulting the list of occupations (Project VI) one should ask oneself the following questions about those in which one is most interested:

Is there a demand for workers in this field? Is the profession overcrowded? Need that question be considered or is there always an opportunity for one who strives to be the best in his profession? What is the time and the expense of preparation for the occupation? Is one who follows that occupation repaid? Is practical experience necessary? Can it take the place of training in college or professional school?

Is there steady employment in the field? Is that an advantage or a disadvantage? Does the profession have long or short vacations? Is this an advantage or a disadvantage? Is the work healthful? Are the hours long? What friends and associates will be enjoyed in the profession? Will these associates tend to raise or to lower your mental and moral standards? Is that point worth considering? Is it a "blind alley job"? Is there a chance for mental development as well as financial advancement? Just how much should the financial return be considered in the making of a choice? At what age is one's efficiency on the wane? How much should the matter of service to humanity be considered? How much should position and fame be considered? In what fields of service is the

opportunity for service paramount? What makes for a satisfying, happy and well-spent life?

PROJECT VIII—HOW DOES ONE SECURE A POSITION?

Lesson 1. How Does One Locate a Position?

Before positions can be secured they must be located and then applications must be made.

1. Locating positions.

- a. Inquire of friends and acquaintances as to their knowledge of open positions.
Seek out places desirable and ask if there are openings.
- b. Watch advertisements for open positions. Study "want ads" carefully and follow up desirable ones.
Advertise yourself in the want ads stating clearly what kind of position you desire.
- c. Use employment agencies. Many professions have agencies which require only a small percentage of the salary received in payment for their services. Besides these there are many general agencies. City Y. M. C. A.'s and Y. W. C. A.'s have employment agencies. Labor organizations have agencies, city welfare stations have agencies.
- d. Another means of locating positions is by broadcasting letters. Look up desirable locations and send letters to organizations, commercial concerns or wherever you want work.
- e. Depend upon statistical reports. Look up reports as to supply and demand in your particular field. You will find localities where supply is low and demand is great.
- f. "Seek and ye shall find." Do not sit down and expect the position to come to you. Use every method you know to find what you desire, for it is only by seeking that you shall find.

Lesson 2. How Does One Make an Application by Interview?

Two principal methods of making application are by personal interview and by letter. Application by interview:

- a. When you are applying by personal interview, first make an appointment with the employer. Keep in mind the facts that he notes your personal appearance, your seeming physical conditions, and your mental alertness. Do not go "tired out" for such an interview. Be sure that your clothes are neat, clean, and proper for time and place. Do not wait for the employer to do the talking. State clearly and confidently what

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you desire, your qualifications, and your references. Avoid boastfulness or anything that may be so interpreted. (~~We~~ suggest that pupils make "mock" applications by interview.)

Lesson 3. How Does One Make an Application by Letter?

When you are applying by letter be sure that your letter is the best that you can write, because to some extent you will be judged by it. Business letters are a test of personality and education.

The paper used should be of good quality, unruled and of business size. The writing should be in a neat clear hand, or typed. The form: Every business letter should have seven parts, each properly placed and correctly punctuated:

1. The heading, which indicates where and when the letter is written.
2. The address, which indicates to whom the letter is written and his address.
3. The salutation: Dear Sir: My dear Sir: Dear Sirs: Gentlemen: Mesdames: Dear Madam:
4. The body, which states clearly, courteously, and concisely your desire, your qualifications, and two or three good references.
5. The leavetaking, Yours truly, or better, Very truly yours.
6. The signature, the name in full of the writer.
7. The superscription, the address in full of the one to whom the letter is written. This appears on the envelope. (Have pupils write letters of application.)

A sample letter of application as approved by (1) Hitchcock and (2) Shackford and Judson.

1223 Harvard Street,
Boulder, Colorado.

October 26, 1926.

Mr. John R. Silver,
President of the Hunt National Bank,
Denver, Colorado.

Dear Sir:

In response to your advertisement for a stenographer, may I apply for the position? I am twenty-five years old, I am a graduate of the Denver High School and I have had one year in the Austin Business College of this city. My only experience has been with the Dodge Trust Company, whose letter of recommendation I enclose.

I trust that you will consider my application favorably.

Very respectfully yours,
Martin B. Alcott.

PROJECT IX—WHAT IS THE HISTORY OF MY CHOSEN PROFESSION?
(For Career Book)

PROJECT X—WHAT PROMINENT LEADERS IN THIS FIELD MAY I LOOK
TO FOR GUIDANCE AND INSPIRATION? (For Career Book)

PROJECT XI—WHAT PREPARATION AND QUALIFICATIONS ARE NECES-
SARY IN THIS OCCUPATION? (For Career Book)

PROJECT XII—WHAT ARE SOME ADVANTAGES AND DISADVANTAGES OF
THE OCCUPATION? (For Career Book)

PROJECT XIII—WHAT ARE THE DUTIES WHICH THIS OCCUPATION EN-
TAILS? (For Career Book)

DIRECTIONS FOR THE CAREER BOOK

This career book is to be your "career book" in every sense of the word. It is for your own benefit, in helping you to collect your own ideas and to reach definite conclusions in regard to the occupation which most appeals to you.

Throughout the course be formulating your ideas on your chosen career, ask questions outside of class, interview men of that profession, learn what you can from them, take part in class discussion, watch the newspapers and magazines for information or illustrations that would be useful in your career book.

Follow the suggested outline in the arrangement of material, be original in the choice of your contents. Use illustrations and other means to make your career book attractive and clever.

Be neat; use pen and ink; watch spelling and punctuation; be careful of sentence structure.

CAREER BOOK

I. Suggestions as to form of the career book:

A. Page 1—Blank

" 2—Illustration

" 3—Title-page

(1) Name

(2) Name of Home Room adviser

(3) Name of high school

(4) Date of edition

" 4—Dedication

" 5—Preface and Bibliography

" 6—Table of Contents

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II. Outline of material for career book:

- A. Introduction
 - 1. Occupations I am interested in
 - 2. Why I chose this one
- B. General Survey of the occupation
 - 1. History
 - 2. Importance to society
 - 3. Numbers engaged in
 - 4. Prominent leaders in the field
 - 5. Opportunities
- C. Duties of a typical day (compiled from interview)
- D. Preparation
 - 1. Education and training
 - 2. Experience required
- E. Qualifications necessary for success
 - 1. Characteristics
 - 2. Mental qualities
 - 3. Physical qualities
- F. Advantages and disadvantages
 - 1. Supply and demand
 - 2. Steady work
 - 3. Interesting work
 - 4. Healthful work
 - 5. Hours and vacations
 - 6. Good living
 - 7. Friends and associates
 - 8. Moral conditions
 - 9. Chances of advancement
 - 10. Remuneration
 - 11. Opportunities for service
 - 12. Other points
- G. Conclusion

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- Allen, *Guide to the Study of Occupations*, Harvard University Press, Cambridge, Mass.
- App and Woodard, *The Farmer and His Farm*, Harcourt, New York
- Badduring, *Young Man and the Law*, Macmillan, Chicago

* This type of book should be prominently featured in a school library as a regular instruction department. Frequent use of biographical material should be urged both in the project work and in the collateral reading of all departments.

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6

HOMEMAKING

A COURSE IN PROBLEMS OF LIFE FOR TWELFTH YEAR HOME ROOM GROUPS *

Objectives

1. To present high ideals for family life.
2. To offer practical and convincing suggestions for attaining these ideals.
3. To provoke thinking on the part of the young people about the problems of family life they are facing.

No one can read current books and magazines without realizing how vital a problem we are here attacking and how deeply people are concerned about it. Ben Lindsey with his radical view of marriage, Booth Tarkington with his theory of individual freedom rather than bondage, George Frederick with his plea for making the parents' relationship with their children vital, all set one to thinking about what the schools can do before the mistakes are made that wreck so many homes. If only a very few young people could be influenced by such a study, the effort would be eminently worth while. As Williston Goodsell says, "The instruction must be shot through and through with a fine spirit of idealism. It must stir the emotions and stiffen the will. Young people need better and more dynamic ideals rather than more facts."

PROJECT I—HISTORY OF THE FAMILY

Lesson 1. What Is the Family?

Aim: To bring before the pupil the value and importance of the family.

* The material for this project was prepared by a committee of Washington teachers, Alice Rogers, chairman, Gertrude James, C. E. Miller and Martha Steffenson.

Definitions:

1. "It is the nucleus of all Society."
 2. "The family is the primary form of association from which later institutions have developed."
 3. "We care for those whom we care for."
- A. What is the family (see definition)
1. It has both sexes, therefore it has power to reproduce itself.
 2. It contains all ages, therefore it contains various relationships. (Illustrated by authority of the father and the obedience of the children.)
 3. The first industrial society was the family.
 - a. Clothing was spun, woven, and sewed.
 - b. Food was raised and prepared.
 - c. Shoes were made, etc.
 4. Religion centered in the family; *e.g.*, Abraham. The patriarchal form still exists among some people. (The Jews)
 5. Education began in the home at the mother's knee.
 6. Government had its first roots in the family. (The patriarchal Abraham was responsible to the State for every member of his household.)

The primary function of the family is the biological one of reproduction, the perpetuation of the human species.

Lesson 2. Development of the Family.

Aim: To show the student how the family has developed even in animal life.

A. In Animal Life

1. Parents' responsibility toward young.
 - a. This period among lower animals is very short.
 - b. It varies from a few weeks to many years.
 - c. The higher developed the animal, the longer the period of infancy.
 - d. The bird family takes care of its young until they can fly and leave the nest.
 - e. The dog and cat take care of their young until they can take care of themselves.
 - f. The elephant cares for her young several years before they can take care of themselves.
- B. The Savage Family
1. In the savage family we find the period of infancy longer than in the animals.
 2. The young entirely helpless for a longer period of time.

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- a. They needed protection from cold, storms, and wild animals.
- b. Needed food and shelter.
- c. Their needs were not as many then as now.
- d. The family an entire unit—everything carried on within that group.

Lesson 3. Maternal and Paternal System.

Aim: To bring before the pupils some of the facts showing the development of the family.

A. The Maternal System.

1. The children took the mother's name and belonged to the mother's clan.
2. The chief of the clan transmitted authority to the son of his eldest sister, not his own son.
3. Women were not dominant politically nor socially.
4. Women's position in this system higher than in the paternal system.

B. The Paternal System.

1. Change from maternal to paternal due to:
 - a. War.
 - b. Wife capture.
 - c. Wife purchase.

(In this system the purchase of a wife was returned by her father if she was a poor worker and childless.)

2. The wife was the property of the man to do with as he saw fit just as any other piece of property.

Lesson 4. The Modern Family.

Aim: To bring before the pupils the cause for change of the family.

A. The Modern Family.

1. Should be a harmonious group.
 - a. Every member as an individual.
 - b. Every member has different interests.
 - c. The demand for luxury greater.
 - d. The pleasure taken out of the home instead of centered in the home.
 - e. All industries taken out of home.
 - (1) Bread making.
 - (2) Laundering.
 - (3) Sewing.
 - (4) Even meals are eaten away from home to a large extent.

- (5) Home is not the same place it used to be; nearly everything is done out of the home, when before everything was done in the home.

f. Even Religion is given over to the Church almost entirely.

B. Effects of Family Life on the Life of the Nation.

1. Community, State, and Nation.

- a. Right family life given right standards for social life.
- b. Right views in homes aids in right political views.
- c. Coöperation in the home equals right coöperation in community.
- d. Education and high ideals affect the community.
- e. Loyalty to home and family equals loyalty to government.
- f. Sympathy and help in home equals the same in government.

PROJECT II—FUNDAMENTAL INFLUENCE

Aim: To bring before the pupils some facts that tend to influence family life.

Lesson 1. Environment (What is meant by environment).

A. Home.

B. Neighborhood.

C. Kind of community.

1. Rural or urban.
2. Whether predominantly Americans or unassimilated foreigners.

D. Amusements and Social Life.

1. Dances.
 - a. Difference in kind of dances and dance halls.
2. Movies.
 - a. Cheap and high class movies.
3. Outdoor sports.
4. Gymnasiums.

Questions:

1. How would a community house serve a neighborhood in which the homes could not offer suitable social life? ?
2. How can people rise above their environments?

Lesson 2. Health (MacDonald—Krug).

A. Physical health is achieved by

1. Well-balanced diet.

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- a. Every one taught to eat everything suitable from baby-hood. (The child fussy about what he eats is very often undernourished.)
2. Regular habits.
 - a. Eat meals regularly (3 meals).
 - b. Regular times for rest and sleep.
 - c. Go to bed and arise at regular times every day.
3. Fresh air and sunshine.
 - a. Sleep at least eight hours where there is plenty of fresh air and good ventilation.
 - b. Work where there is good ventilation and plenty of sunlight.
 - c. Exercise in the open.
4. Personal cleanliness.
 - a. Clean bodies
 - b. Clean teeth
 - c. Clean heads
 - d. Clean clothes

} Health
5. Clean surroundings.
 - a. Keep yards and alleys free from rubbish-breeding germs.
 - b. Keep home painted and clean.
 - c. Keep home painted and furniture, rugs, and hangings sanitary and free from dirt and dust.
6. Mental Hygiene.
 - a. *Key note is self-control.*
 - b. Taking an optimistic view.
 - c. Lack of inferiority complex.
 - d. Lack of supersensitiveness.
 - e. Self-control.
 - f. Clean thinking.

"It is more important to our body health than you can imagine, to wish to do the things which each hour of the day it is right we should do"—"The mind finds the greatest rest, and what is more important, satisfaction through following accustomed lines of activities for four-fifths of one's time."

—MAC DONALD KING.

"Act the part of health and happiness." "Be good natured, from which the benefits are greater than those from an ocean voyage."

—DR. W. S. SADLER.

Lesson 3. Character.

A. Definitions.

"A man's collective disposition constitutes his character.

Character is the sum of the things you would do if not observed."

B. Spectrum of Character.

- | | | |
|------------------|------------------|----------------|
| 1. Patience | 2. Kindness | 3. Generosity |
| 4. Courtesy | 5. Unselfishness | 6. Good temper |
| 7. Guilelessness | 8. Sincerity | 9. Humility |

C. Common defects of character and their influence in the home.

1. Bad temper.

Sometimes excused as a family failing, as a weakness, as a matter of temperament. It is really one of the most distinctive elements in human nature. "For embittering lives, for breaking up communities, for destroying the most sacred relationships, for devastating homes, for withering up men and women, for sheer, gratuitous misery-producing power, this influence stands alone."

—HENRY DRUMMOND.

2. Selfishness.

"There is no happiness in having or getting, only in giving and in serving others."

—HENRY DRUMMOND.

3. Jealousy or envy.

"Envy is a feeling of ill will to those who are in the same line as ourselves, a spirit of covetousness and destruction."

Questions:

1. What are the determining facts of character?
2. To what extent are we responsible for the formation of our character?
3. Is it possible to change our character?

Lesson 4. Education, Occupation, Income.

A. Upon what does education depend?

1. Home atmosphere.
2. Income.
3. Social standing in community.
4. Occupation.

Questions on Project II:

1. How would a house look if the parents loved art, literature, and music?
2. How would a house show lack of art, literature, and music?
3. How could a house with a moderate income show taste, good breeding, hospitality?

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4. Why doesn't an orderly and well-furnished house always reflect an atmosphere of happiness?

5. How do laziness, shiftlessness, lack of ambition reflect themselves in a home?

6. Is there any real connection between neatness, taste, homelikeness, and income, education, health, occupation, environment and personality?

PROJECT III—DIVISION OF RESPONSIBILITIES

Aim: To present the responsibilities of family life so that the pupils may have more appreciation of their parents' point of view and of the responsibilities of parenthood which they are facing.

Lesson 1. Responsibilities of Mother and Father.

A. Mother's.

1. Management of home.

- a. Helping to support family through economy and thrift.
- b. Seeing that the house is neat, clean, and orderly.

2. Care of family.

- a. Seeing that the family is fed regularly and wisely, properly clothed, cared for when ill, etc.

B. Father's.

1. Support of family through occupation.

- a. Providing home and maintaining it.

2. Protection of family.

- a. Financial, through insurance and savings.
 - (1) Making a will.
- b. Physical, if necessary.

3. Care and repair of house.

C. Joint responsibilities of father and mother.

1. Training of children.

- a. Morals.
- b. Conduct.
- c. Habits.
- d. Obedience.

2. Education of children.

- a. Reading aloud.
- b. Intelligent answers to questions.
- c. Guidance in play.
- d. Teaching them how to do the home tasks, etc.

3. Creating right home atmosphere.

D. Topics for discussion.

- 1. How may the economy and thrift of the mother actually add to the family income?

2. In what ways is a "head of the family" necessary?
3. How does the sharing of the same responsibilities by both father and mother make for family solidarity?
4. Show how this division of responsibilities makes for the American principle of the equality of the father and mother.

Lesson 2. Responsibilities of Other Members of Family.

- A. Those of children.
 1. Obedience.
 2. Respect.
 3. Thoughtfulness.
 4. Courtesy.
 5. Cooperation with brothers and sisters.
 6. Appreciation.
- B. Relative in home.
 1. Helpfulness (sharing tasks).
 2. Financial help (if possible).
 3. Cooperation with father and mother in creating right home atmosphere.
- C. Topics for discussion.
 1. Give instances of brothers and sisters helping each other, such as helping through school, etc.
 2. How do parents lose the respect of their children?
 3. How does a child's "lack of efficiency" interfere with his getting the chance to be helpful?
 4. How early in the life of the child must one begin to instill the habit of obedience? of helpfulness?
 5. May "relatives in the home" spoil it? Can you give both affirmative and negative illustrations?

PROJECT IV—PLANNING FOR A HOME

Aim: To consider carefully and, if possible, come to some definite conclusion as to

- (a) What preparation is necessary?
- (b) What further preparation is highly desirable to found a home?

Lesson 1. Preparation While still in Parents' Home.

- A. Early participation in responsibilities of father and mother.
(See Project III, Lesson 1.)
- B. Substituting for parents in management of home, care of yard, etc.

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- C. Contributing to the support of family.
 - 1. By saving.
 - 2. By not spending.
 - 3. By earning.
- D. Forming your own ideals of your own home, based on the successes and mistakes of the homes you know.
- E. Investigate your parents' home as to
 - 1. Cost of house.
 - 2. Cost of "running the house."
 - 3. How to buy wisely.
 - 4. When and how the routine business of the home is carried on.
 - 5. Parents' plans of protective insurance, saving, budgeting the income, etc.

Lesson 2. Preparation Through Suitable Education Outside of Home.

- A. Preparation for earning a living.
 - 1. Both boys and girls.
 - 2. Through schooling or apprenticeship.
- B. Helpful courses in high school.
 - 1. Discuss how the following subjects would be helpful:
 - a. Art; b. Biology; c. Bookkeeping; d. Chemistry; e. Cooking; f. Drafting; g. Economics; h. Health; i. History; j. Languages; k. Literature; l. Manual Arts; m. Music; n. Physics; o. Sewing; p. Social Problems.
 - 2. Have pupils take stock of their own schooling as suitable preparation.
- C. Helpful courses in college and technical schools.
 - 1. Household Arts.
 - 2. Nurse's training course.
 - 3. Psychology, including Child Psychology.
 - 4. Finance.
 - 5. All "cultural" subjects.
 - 6. Child Welfare.

Lesson 3. Financial Preparation.

- A. Investigate financial basis on which their own parents founded their home.
 - 1. Had they saved beforehand?
 - a. Father?
 - b. Mother ?
 - c. If so, how much?

2. Do they consider that they had adequate financial preparation?
3. If not, what do they advise as adequate?
- B. Discussion questions:
 1. Should young men and women save for the purpose of home-making?
 2. Should every girl have a "hope chest" and a bank account?
 3. Why should every girl be fitted to earn her own living?
 4. In view of the above investigation, what would seem to be an adequate salary for a young couple to found a home on?
 5. Discuss the old saying, "Two can live as cheaply as one."

Lesson 4. Value of Planning for a Home.

Aim: To show how the principles of good homemaking are desirable even though one does not marry.

- A. The proposition is that every normal person should fit himself for homemaking.
 1. Arguments for the proposition.
 - a. Marriage may be a tragedy without preparation.
 - b. "You never can tell" whether you will marry or not.
 - c. There are many ways of using the information, especially in these days of "bachelor establishments."
 - d. There are professions that require a knowledge of homemaking.
 2. Pupils may have arguments against the proposition.
- B. Self-analysis.
 1. Are you planning for a home?
 2. Are you easy to get along with?
 3. Do you help your father or mother in "running the house"?
 4. Are you an efficient substitute for your father or mother, when they are away?
 5. In what ways do you contribute to the home atmosphere?
 6. Have you planned your vocation or profession?
 7. Are you saving money?
 8. Are you extravagant or thrifty?
 9. Can you cook and serve a meal?
 10. Can you mend?
 11. Can you make clothes?
 12. Can you play the "carpenter" or "plumber"?
 13. Do you like children?
 14. Are you ready to take a joke or see one?
 15. Shall you "trust to luck" for the business of homemaking or shall you seek definite knowledge before undertaking those responsibilities?

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16. Have you formed any ideals for your own home?
17. If so, do they include the home-atmosphere as well as the kind of furnishings?

PROJECT V—CHOICE OF COMPANION FOR A HOME

“Jack Spratt could eat no fat.
His wife could eat no lean.
And so between the two of them
They licked the plattern clean.”

Aim: To show that a happy home is the result of wise planning.

Lesson 1. When to Marry.

“Get the job before you get the girl, the real girl, I mean.”

Marriage should come when one's ideals and standards have taken a sane and sensible form.

- A. Marriage at high school age.
 1. Unduly influenced by emotion.
 2. Lack of preparation for maintaining a home.
 3. Untrained judgment—lack of experience.
 4. Undeveloped personality.
- B. Marriage at college age.
 1. Seriousness of marriage realized more than at high school age.
 2. A greater opportunity for common interests than at high school age.
 3. Still a lack of judgment and an undeveloped personality.
- C. Marriage after college age.
 1. Both individuals have achieved a broader view of life and personalities are more developed.
 2. Less danger of being ruled by the emotions.
 3. Better financial basis.
 4. A possible difficulty in adjustment of more mature personalities is balanced by a more tolerant view of life.

Lesson 2. Whom to Marry.

“For it is the nature and end of this relation that they should represent the human race to each other.”—EMERSON.

- A. Desirable qualities.
 1. Physical fitness.
 - a. Wholesome ancestry.
 - (1) Freedom from insanity and disease.
 - b. Sound body and sound mind.

2. Congeniality.
 - a. Need for similarity in education, social position, and general tastes.
 - b. This similarity, however, should not demand entire loss of individuality.
3. Good habits.
 - a. Temperance in all things.
 - b. Necessity for mutual respect.
4. Good traits.
 - a. Ambition.
 - b. Optimism.
 - c. Consideration.
 - d. Tolerance.
 - e. Freedom from jealousy.

Lesson 3. Questionnaire.

- A. When did your parents marry?
 1. Age of father.
 2. Age of mother.
- B. What were the advantages of marriage?
- C. What were the disadvantages of marriage?
- D. What do your parents consider an "ideal" age for marriage for a boy? for a girl? Why?
- E. How might this age vary due to the choice of boy's profession?
- F. Does this age vary for the girl?
- G. Are there advantages in a girl working or adopting a profession before marriage? Give reasons.

PROJECT VI—HOUSING THE FAMILY

"The house does not make the home."

Aim: To present some of the problems of providing the home.

Lesson 1. Should a Family Own or Rent a Home?

The answer to this question is dependent upon a man's position. If it is permanent, ownership of the home is desirable. If but temporary, renting is better, unless there is an opportunity for a quick sale with no loss in price.

- A. Renting the home.
 1. Easily disposed of if necessity arises.
 2. Money paid out that might just as well be going into one's own home.
 3. One has to abide by landlord's taste in decorating, and await his pleasure.

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4. In times of crisis, such as the late war, one rents "subject to sale."

B. Owning the home.

1. A secure investment for one's money.
2. Ownership gives one a more vital interest in community life.
3. More pride in the home.
4. A more independent and stable position in society.

C. Conclusion.

Theoretically, it may be cheaper to rent, but practically the person who puts money into a home of his own has saved what otherwise would have been spent. In buying a home, one should consult a competent lawyer regarding deeds and abstracts.

Lesson 2. Location of the Home.

This depends somewhat upon the size of the community. In a city, it is better to be away from the business district. In a village, this is not so important.

A. The location should be:

1. Accessible to man's work.
2. Free from unhealthy influences such as smoke, noise, or anything detrimental to general well-being.
3. Among congenial neighbors.
4. Near good school and
5. In neighborhood where owners occupy their homes.

B. Questions for consideration.

1. Are the taxes high?
2. Is the land ready for building?
3. Is fuel easy of delivery?
4. How much drainage, grading, and road-building work will be required?
5. Is the soil good for shrubs, trees, and gardening?
6. Will the site grow more valuable?

Lesson 3. Size of the Home.

The size of the home is largely dependent upon the income and the size of the family.

A. The small house

1. Requires less fuel.
2. Requires less furniture.
3. Upkeep less.
4. Less time and effort for housekeeper.

B. The large house

1. More pretentious in appearance.

2. Better for entertaining.
3. More privacy for individuals of family.
4. Better ventilation.

C. Conclusion.

The expense of maintaining a home is in direct ratio to its size.

Lesson 4. Architecture of the Home.

In order to obtain the best results in building a home, it is well to consult a good architect for he is as much a specialist in his line as the doctor in his. The architect assumes the responsibility for materials and workmanship meeting the specifications.

A. Points to be observed in building a home.

1. Suitability to climate.
2. Avoidance of extremes.
3. Durability.
4. Convenience.
5. Proper ventilation and lighting.

B. These may be obtained by:

1. Observing homes in Cedar Rapids.
2. Reading such magazines as "House and Garden," "The House Beautiful," "The Ladies Home Journal," etc.
3. Reading books.

C. Conclusion.

"A house should be reserved in architecture, suitable to its surroundings, and beautiful within the limitations of style."

—MARY J. QUINN.

Lesson 5. The Interior Decoration of the Home.

This should be a joint affair. "Taste is a matter of cultivation"—QUINN. The heads of the home should plan the general scheme of decoration and an estimated cost. The details may be left to the individual.

A. The interior of the house should possess:

1. Simplicity.
2. Harmony.
3. Comfort.
4. Proportion and balance.
5. Quality.

B. How would these principles be applied in selecting:

1. Furniture.
2. Hangings.
3. Paper.
4. Pictures.

C. Questions for testing the impression an interior makes—(Mary J. Quinn, Planning and Furnishing the Home.)

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1. Is it cheerful and well ordered?
2. Does it suggest comfort as well as beauty?
3. Is it restful?
4. Is the color harmonious and pleasing?
5. Does the whole house seem a suitable background for those who live in it?

D. Conclusion.

"An expensively furnished house is necessarily no more beautiful than an inexpensively and simple furnished one."—QUINN.

Lesson 6. Exterior Decoration of the Home (Lawn, shrubbery and garden).

This, too, is usually a joint problem and can be handled the same as that of the interior.

A. The surroundings of the house should be:

1. Neat.
2. Attractive.

B. Information may be obtained from:

1. Books.
2. Magazines—"House and Garden," etc.
3. Observation of beautiful gardens.
4. Consultation with professional gardeners.

C. Conclusion.

The surroundings are just as necessary to a home as the setting is to the diamond.

PROJECT VII—FINANCIAL PRINCIPLES

Lesson 1. Safeguarding the Home.

The man on a small salary with a wife and children to support. Man's duty is to protect and care for the family while living, and to provide for at least part of the burden in case of his death.

First duty—To insure family against poverty in case he should die.

Illustration.

Suppose you save \$300.00 a year. If you put it in the savings bank, you would have \$312.00 at the end of the year. If you put \$100.00 in the bank and \$200.00 in insurance, the family would have in case of your death, \$10,000 from company plus \$100.00 plus interest (3 or 4 per cent) making a total of \$10,103.00 at end of the year. This insurance can yield \$10.00 weekly for an indefinite period or be paid in lump sum according to the provision of the policy.

Second duty—To accumulate a few hundred dollars in a savings bank or similar institution.

It can be got at quickly and without loss in case of emergency, such as during sickness, or slack season.

Third duty—To invest the additional savings in bonds and first mortgages or in purchasing a home.

Lesson 2. Supporting the Home.

A. First essential—living within one's income.

(An illustration or suggestion is in order.)

1. An illustration: Dickens makes his famous character Micawber say, "A man with an income of one pound (\$5.00) a week will reach poverty in time, if he spends just one penny (2 cents) more than his income and will reach opulence if he spends just one penny (2 cents) less."
2. Budgeting the income.

It is hard enough for most of us to earn a living. It is certainly a great nuisance to have added to that responsibility of another almost, if not fully, as great; namely, the disposition of the contents of the pay envelope.

- a. Set down a fixed amount that must be paid every month for food, meat, groceries, etc.
- b. Great care should be taken at this point to eliminate extravagance. Study food combinations for individual dishes and the meal in general.
- c. Subtract a-b from the total income and then see what the family can afford in the way of
 1. Clothing.
 2. Amusements.
 3. Luxuries.
 4. Giving.

Supplement discussion with thrift posters on file in the office.

Lesson 3. Saving.

One of the chief elements of success in this world is the ability to save money and to invest it securely after it has been saved.

A. Facts about saving.

1. Begin in time (refer to school savings plan).
 - a. Save systematically a substantial sum.
 - b. Have the pupils figure \$5.00 saved weekly at the age of 20 at compound interest terminating at age of 50.
2. The value of saving.
 - a. Capital which is money used for further production is the backbone of business. If not used as such, bankruptcy follows.
 - b. Enables one to seize opportunities with money saved.
3. Money serves as another income.

It works twenty-four hours a day; it becomes a "business

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partner." Like a snowball it gradually becomes larger as time goes on, and each year picks up a little more of the load. Eventually it takes care of you.

4. Must be persistent.
Allow nothing to interfere with regular installment saving—the best form of installment in existence.
5. Why people don't save.
There are as many excuses for not saving as there are people who do not save.
 - a. Better days ahead.
 - b. Rather see a poor show to-day than wait for a better one next week.

Lesson 4. Simple Ways to Invest.

1. Savings bank deposits, safe and convenient.
2. Life insurance—policies and annuities, no chance of losing
3. Real Estate.
4. Bonds. A bond is a loan like a promissory note.
 - a. Often a secured loan.
 - b. As safe as a mortgage and easier to sell.
 - c. Bonds of government, state, and city are relatively the safest form of investment.
 - d. Liberty bonds. "Uncle Sam pays."
5. Mortgages. A mortgage is a deed or instrument conveying property to creditor as security for a debt.
 - a. Higher rate of interest than a bond.
 - b. Greater difficulty of disposing of a mortgage than a bond.
6. Stocks. Preferred and Common.
Stocks represent the risk taking, profit taking part of the enterprise. Bonds are safe only when there is a fairly large stock issued.

Lesson 5. Rules for Investing.

People are not satisfied with safety and moderate rate of interest. They foolishly want safety and fortune along with it.

1. Always deal with a reputable banker or broker.
2. Beware of investments that offer more than 6% interest rate.
3. Change investments as business conditions require.
4. Distribute risks over a wide area—diversify investments.
5. Take care of securities.
 - a. Safe deposit vaults.
 - b. Note date when bond matures.
6. Take care to deposit money in savings bank before in-

- terest dates and not to withdraw money before interest dates.
7. Use care and promptness investing the interest in investments.
 8. Use vigor and promptness in remedying bad investments.

Lesson 6. "Dollar Down" Serfdom.

Quotation from Independent—September 11, 1926.

"It leads straight to serfdom. A man and wife with an income of \$60.00 per week who had guidelessly bound themselves to pay \$70.00 per week through the dollar slogan."

A. America is to-day entering an installment serfdom.

1. Approximately \$8,000,000,000 is the 1925 figure of purchase on the installment plan in the United States.
2. 90% of our automobiles, piano, and phonograph sales are on time payments.
3. 85% of radio cabinets.
4. 75% of our washing machines, vacuum cleaners, kitchen cabinets, etc.
5. 50 to 60% of time payments merchandise is extravagantly priced to begin with.
6. 10% added to price for "carrying charges." This means \$800,000,000 a year as a premium for the privilege of getting what you want six to twelve months ahead of the time you can pay for it.
7. Really paying 24% because at no time do you owe the full price, this raises the actual premium to \$2,000,000,000.
8. Installment buying largely confined to luxuries.

Lesson 7. Place of Luxuries in the Family Budget.

1. From lesson 6 it is evident that many families have luxuries that they cannot pay for except by installment buying.
2. There is no place for luxuries in a budget until the necessities have been taken care of.
3. To save in advance and then buy the article when you can pay for it, is the only sound way to buy.
4. It is a temptation to buy everything we want or think we want to buy. We should have courses in buying as well as in selling.
5. Should the father and mother sacrifice and wear themselves out so that the children may have the luxuries such as fine clothes, extravagant education, etc.?

Lesson 8. Place of Giving in the Family Budget.

"God bless me and my wife, my son John and his wife, us four and no more."

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- A. Organized giving such as
 1. Membership in Red Cross and buying Christmas seals.
 2. Community chest.
 3. Community projects such as the Rodeo, the Convention City Campaign, Coe College endowment, Community Home, etc.
 4. Churches, clubs.
 5. Near East relief.
- B. Amount to give.
 1. A custom retained from biblical times is a tenth of income.
 2. A family financial responsibility to the community is in direct ratio to its financial resources.
 3. Giving is an individual matter that each family has to decide for itself.
 4. If money is not available perhaps service can be given instead.
- C. Value of giving.
 1. Often means a personal sacrifice for the public good. Sacrifice begets loyalty.
 2. Broadens one's interests.

PROJECT VIII—SOCIAL PRINCIPLES

Lesson 1. Equality of Husband and Wife.

- A. Financial.
 1. Various arrangements.
 - a. Husband "holding purse-strings." Wife does all the buying and still has to ask for every cent she spends. Virtually economic dependence.
 - b. Husband abdicates, turning all the pay-checks over to the wife. The wife, if not trained to handle savings and investments, may become a spender on a foolish scale.
 - c. Wife given an allowance of a fixed sum a month or running her share of the home; such as running expenses of the house and minor clothing of family.
 - d. Wife and husband both wage earners.
 - e. Partnership in every sense of the word.
 1. Spending by budget.
 2. Saving.
 3. Investing.
- B. Authoritative.
 1. Contrasting arrangements.
 - a. Bondage—absolute obedience as slave to master.
 - b. Partnership—demands a family council table with all

that implies of free discussions, compromise, conciliation of business partners.

C. Disciplinary.

1. Father once a policeman.
2. Mother sometimes shoulders responsibility.
3. Both father and mother should share and coöperate in the discipline of the home.

Lesson 2. Division of Responsibilities. (See Project III.)

A. Ideal arrangement of breadwinner and homemaker.

1. Homemaking a real profession that challenges one's best powers.
2. Breadwinner has only a small margin of time for the home.
3. Children need constant attention; both physically, mentally, and morally.
4. The routine of homekeeping takes time and thought if it is efficiently managed.

B. Both breadwinners.

1. Lack of efficiency.
2. Lack of home-atmosphere.
3. Lack of training for children.
4. Lack of family solidarity.
5. May be an economic necessity.

Lesson 3. Health Hints.

A. Food.

1. Planning the meals.

Should study books on proper diet so as to get well-balanced meals. The feeding of children has so radically changed during the last ten years that every homemaker needs a course of reading on this subject.

2. Preparing meals.

Real art needed in preparing meals which should please the eye as well as the palate. Many modern utensils for cooking that lighten the labor and save gas.

3. Caring for food.

- a. Ice-box needs to be cooler than 50 degrees for safety against disease germs.
- b. Ice-box must be clean, including its drain pipes.
- c. Milk should be covered.
- d. Special care of chicken, fish, etc.
- e. Menace of flies.
- f. Disposal of garbage.

B. First aid.

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1. Every home needs a first aid cabinet including bandages, absorbent cotton, disinfectants, adhesive tape, and medicines well labeled.
- C. Ventilation.
 1. Plenty of fresh air day and night.
- D. Sleep.
 1. Sufficient amount according to age.
- E. Cleanliness.
 1. Care of teeth—follow directions of dentist
 2. Daily bath.
 3. Care of face and hands.
 4. Care of bedding and linen.
 5. Care of clothes.
- F. General health.
 1. Every family needs a reputable physician, as it needs a reliable lawyer and banker. Illnesses must always be taken care of in time.

Lesson 4. Care of Children.

- A. What knowledge is necessary?
 1. Physical care.
 2. Moral training—Child psychology.
 3. Educational training—Preschool education.
- B. Sources of obtaining it.
 1. University of Iowa Extension Bulletins under the Child Welfare Research Station. (Free)
 2. The American Social Hygiene Association, 370 Seventh Avenue, New York City.
 3. United States Public Health Service Pamphlets, Washington, D. C.
 4. The National Commission for Mental Hygiene, 370 Seventh Avenue, New York City.
 5. *Children*, A Magazine for Parents, 353 Fourth Avenue, New York City. *Manual of Infant Hygiene*, Wisconsin State Board of Health, Madison.

Lesson 5. Attractive Home Atmosphere.

- A. Homelike interior.
- B. Pride in home.
- C. Mutual courtesy and respect; such as would be accorded to strangers.
- D. Celebrations.
 1. Holidays.
 2. Anniversaries (with their attendant air of mystery and fun).

E. Hospitality.

1. Real spirit of welcome in the hearts of the host and hostess.
2. Observing ordinary formalities of hospitality—Etiquette.
 - a. Too much formality often destroys the spirit of welcome.
 - b. Not enough formality takes away from the importance of the occasion.

F. Friends.

1. Tolerant attitude to friends of each member of family.
2. Making home a center of friends.
3. Freedom in inviting friends informally.

Lesson 6. Relations of Family to the Community.

A. Civic duties.

1. Voting—both at primary and at regular elections by all adult members.
 - a. Insures family's representation in city, state and national projects.
 - b. Broadens the interests of the family.
 - c. Nothing should interfere with performing this duty.
2. Taxes that are reasonable and necessary to the welfare of the city and state should be voted and paid.
3. Holding office.
 - a. This responsibility increases with the ability and intelligence of the family. The city, state, and nation need the best qualified citizens for carrying on the government.

B. Service to the community.

1. Supporting some church both by financial help and personal service.
2. Belonging to other organizations that aim at civic improvement or social service such as Chamber of Commerce, Luncheon Clubs, Y. M. and Y. W. C. A., Woman's Clubs.

C. Remembering that the family is the basis of society and that the first duty is to train worthy home-members and worthy citizens.

D. Creed of a good citizen:

I will never neglect any of the duties of citizenship. I will vote at every election. If opportunity comes to serve and I am able to perform the service, I will not shirk it. I will try to follow those who are honest and clear-headed, and shall seek to avoid the leadership of those who are dishonest or muddle-headed.

AVOCATIONS

A COURSE IN WORTHY USE OF LEISURE TIME

Objectives

1. To correct the old notion that play is idleness.
2. To encourage thoughtful planning for recreation.
3. To suggest desirable uses of leisure.

The three previously discussed projects, citizenship, vocations and home making are adapted for use in the tenth, eleventh and twelfth years respectfully of the senior high school. For schools having the ninth grade included, the project on avocations can be used as desired. This arrangement is suggested: citizenship in the ninth, vocations in the tenth, avocations in the eleventh and home making in the twelfth. In the senior high school this additional project can be combined with citizenship or home making. It is a vital factor in both.

The inclusion of this project is due to the suggestion of Mr. J. Adams Puffer of the Beacon Boys' Bureau, Boston, Massachusetts, and some of the material is adapted directly from his lecture on the right use of leisure.

The material presented is suggestive of discussions which the teacher should develop in the Home Room. It should not be read.

PROJECT I—HISTORICAL SETTING OF RECREATION

Lesson 1

In primitive times the struggle for existence solved the problem of leisure to a large extent. Struggles of the chase and warfare met the needs of man's physical nature and thus kept him in health. Around the hearth of his crude shelter in cold weather or in some protected spot in summer he relaxed with his fellows for brief intervals only. Usually when not seeking food or fighting his thoughts dwelt upon the mysteries of his surroundings; the meaning of nature's phenomena or the medicine man's rites. Civilization began to emerge when the savage began to master his environment to the extent that at least a few days' food was assured and temporary safety was secured. Then began dancing, games and song. The social instinct nourished through danger blossomed into expression. At this period literature in the form of oral tradition began and art had its birth on the wall of a cave.

As the race developed opportunities for leisure increased, but society became so organized that leisure was the privilege of the

few. The slave, the serf, the peasant all worked long hours and lived in restricted circumstances in order to provide a surplus for the master, the noble, and the lord. Even in our day economic conditions are such that many work long hours and have little time or inclination for recreation. Not only certain periods of labor, but the diversity of modern life and the demands of our group interests absorb a great deal of time and energy. Indeed, the real problem of leisure is more acute to-day than ever and with the development of labor-saving machinery will continue to become more acute.

Lesson 2

The stern exactions of pioneer life when steeped in religious ardor had a tendency to disparage recreation. The leaders and heads of families often felt the need of a life of serious application so keenly themselves that prohibitions resulted to the discredit of harmless relaxation. This contempt for play formed expression in legislation and the lack of youthful interest in recreation helped no doubt to produce old people at the age of forty or fifty years. Then there has been a kind of success propaganda based upon the business efficiency as measured by the dollar mark, which has confused play with idleness. Of course it is conceded that these influences were a natural result of social conditions, but the demand for recreation has always been a human instinct and unless reasonably met will find expression in destructive channels. In spite of the hard conditions of life the savage played; in spite of his master's vigilance the serf sought secret relaxation; in spite of blue laws, the colonist had his diversions. It has remained for our generation to take a broad view of leisure and to attempt to provide for it with due regard to its proper place and the rights of all.

PROJECT II—CONTRASTED CONDITIONS

Lesson 1

In early America, even up to the middle of the last century, the home was the center of most of the family interests. Families were large and life was predominantly rural. Under these conditions there were many opportunities for desirable recreational features at hand. Books and magazines were scarce enough to be eagerly sought and other diversions were so scarce that reading aloud in the family circle was a pleasure. Games were participated in by all: the stadium was not a community project, and there was no drive to raise funds to build a place to sit at games. Singing was a neighborhood accomplishment. Limited as the recreational oppor-

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tunities were, they were adequate for the leisure time available. Even in town homes the family life provided a fair balance between vocation and avocation. With much less time for the observation and enjoyment of nature both town and country boys and girls of that day were more conscious of natural life as expressed in animals, flowers, rocks and stars.

Lesson 2

With the coming of our industrial era, the emancipation of women and the age of invention, all this has been changed. The home is not breaking up as some people think but is rapidly undergoing a profound change to meet new conditions. As long as society is organized on such fundamental instincts as love of mate, care of young and pride of possession the home will endure, but it will not be the home of the pioneer where all family interests centered. Modern social and industrial conditions have long since taken the father away for most of the day. The mother is often employed either economically or socially many hours away from home. The children are in school or under the direction of welfare agencies more and more. The home setting itself is undergoing an evolution. The bake oven has gone, the laundry is disappearing, the woodpile has retreated through the coal bin to an oil line, the parlor has become a living room where little living is done, the dining room has shrunk to a breakfast nook and the bedrooms have gone outdoors altogether. The significance of the change from an industrial, educational, religious social center to a point from which the increasingly small family scatters is apparent from the fact that kitchens are becoming smaller and garages larger. The baker, the clothier, the food manufacturer, the teacher, the preacher and welfare worker have taken over the activities which used to center in the home. What about the leisure time?

First, it has come to the children. With the decrease of chores has come the increase of "problem children." In the "gay nineties" a runaway horse was a common occurrence. It was usually a well fed animal that lacked exercise or a country nag stampeded by the unusual. The excitements of this new age causes more smash-ups than the first automobile on Main street. And the reason is not because human nature is different but because better living conditions are making youth "feel its oats" and furnishing it with an extravagant amount of time to run amuck. The problem of youth, therefore, is not to attempt to reconstruct a Whittier farmstead condition, but to train for the best use of this new and rapidly increasing leisure time.

Secondly, increasing leisure is coming to the adult and in another generation will be a more serious problem for him than for youth. Young people naturally play but mature persons have to be prepared for leisure. In the age of machinery and electricity which is doing our work more and more the time will come when short hours will be the rule rather than the exception. Our great grandfathers worked twelve hours a day, our great grandchildren will play that much if Steinmetz correctly foresaw the application of electricity in the world's work. This is the time then to prepare for leisure. If we fail, crime, lust, and decay will win the day.

PROJECT III—AVOCATION VS. VOCATION

Lesson 1

The Puritans doubtless expressed their disapproval of leisure because of the over emphasis on games in the mother country. The driving toward success mania in the past generation probably grew out of a work-will-win philosophy of the self-made man. The men who were dollar blind frequently broke at middle age. The men who were reasonably industrious but along the way devoted some time to wholesome recreation have been able to prolong their youth as well as their usefulness. Chauncey Depew who lived to be over ninety ascribed his good health and active interest in life to his hobby—after-dinner speaking. Some thinkers advocate the cultivation of an avocational interest which may become the major interest in life at the age of retirement. Edward Bok was a fine example of a successful man who planned his life in such a way as to be happy and useful although retired from his life work. Too often a man has been so narrow in his interests that he finds himself lost when he retires. He "goes to pieces," they say.

The only danger of an avocation is its over-emphasis. If one becomes a producer, he immediately makes a vocation out of it. A hive of bees may be a charming hobby and at the same time furnish some sweets for the family, but if one has so many hives that he cannot spare time for his office in swarming time, he has become a producer and his avocation a vocation.

Lesson 2

A few chosen ones may be producers of good music. To them music is a vocation. The rest of us must be consumers or music has nothing for us. Thus throughout the wide range of human interests there is a choice between being a producer and a consumer. Our schools train for bigger and better production but too little has been done to make for intelligent consumption. Often

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a boy has an ambition to be a professional sportsman when his talents merely justify following the sport as an amateur. All can keep up a lively interest in a field which requires a genius to make it a life work. Many of the failures in school are due to the sad mistake of confusing the main purpose of an educational institution with one of its many attractive side shows. The thoughtful pupil will constantly ask himself whether he is interested in this or that thing as a consumer or as a producer. There is a world of difference in the attitude he develops toward it and his future happiness depends on his ability to make his avocation serve him as well as his vocation.

PROJECT IV—A BALANCE BETWEEN LEISURE AND OCCUPATION

Lesson 1

One's avocation should balance his vocation in such a way as to develop a cultural interest. There is considerable truth in the cartoonist's conception of a steeple jack spending his holiday in Washington at the top of the monument. It is natural for us whether pupils, teachers or steeple jacks to talk and live shop. Any one who has listened to a group of pupils on a bob party will recall that they talked about lessons and teachers more than they apparently think of them around school.

In planning one's leisure time this temptation should be controlled. Let us list some cultural interests in the order of their values and then check the level of our avocational bent.

	(List here vocational interests)
1. Philosophical interest.	1.
2. Moral “	2.
3. Esthetic “	3.
4. Scholastic “	4.
5. Political “	5.
6. Social “	6.
7. Economic “	7.
8. Physical “	8.

Now suppose one's vocational interest is prize fighting and assuming that he has the brawn and skill required to make himself a producer in this field. For his balanced diet, then, he should look to the other end of the list for his leisure pursuits. A few years ago this would have been considered a fantastic suggestion. It took Gene Tunney to demonstrate that such an interest is possible. Suppose again one's life is that of an artist. He then should look to his opposite in developing an interest for his leisure hours.

Lesson 2

Every boy and every girl should have a hobby. There is just one thing better and that is to have two or three hobbies. One may be a lead to a happy and productive life work. In choosing this hobby the balanced life should be considered. A good hobby, which is just another term for one's avocation, is like the governor on a steam engine. It is not its function to develop more steam, but to prevent the pressure from running amuck. The hobbies of great men would make an interesting hobby itself for a football player, not the bookworm, to compile.

The seasonal hobby may be a good one for a few months of the year only, but has its limits. The trout fisherman should have another hobby during the winter. Aside from winding his rod and adding a cubit to the biggest catch of the previous season, he has no diversion seven months of the year. It is suggested that the home room make a list of suitable hobbies for a dozen vocations with the idea of balancing work and play for a cultural purpose.

PROJECT V—THE GRAND DIVISIONS OF RECREATION

Lesson 1—Architecture:

Beautiful architecture is frozen music.

—MADAME DE STAEL.

Many avocational interests are appreciative. A satisfying interest in architecture can be cultivated by learning about the different types of building as illustrated along one's drives or walks. It is an interesting diversion to identify the historic influence of other peoples in the buildings erected to-day. On a walk or a drive one can find release from his workaday thoughts by observing the good in line, form and color as expressed by roofs, wings and decoration of the city's buildings. As a young nation we have been more concerned with the utility than beauty; yet out of this simple purpose grew one of the most charming and refined types of houses the world has produced—the American Colonial design.

On the other hand, the period of the seventies and eighties brought forth a riot of extravagant architecture. Now, thanks to the influence of good magazine articles and courses in home design and decoration, we are building with beauty in mind and with consideration of the simple laws of lasting satisfaction. Indeed, this sense of fitness in building is important enough to warrant the advice that every one ride the architectural hobby at least long enough to prevent his or her building an eyesore on the landscape.

Whole cities are being planned nowadays and any one interested in artistic and intelligent plans for beautifying a whole community

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will find the little book by John Nolen on *New Ideals in the Planning of Cities, Towns and Villages*, published by the American City Bureau, New York City, interesting and valuable. The little book on *Architecture* by Lewis Mumford, published by The American Library Association, should be read by the teacher before presenting this lesson. It contains skillfully prepared suggestions for further enjoyment of the subject.

Lesson 2—Discussion:

(a) What are some of the accepted forms of architecture which insure lasting satisfaction in homes and public buildings?

(b) What results when an uninformed builder mixes styles?

(c) Does a good builder make original styles or adopt ideas of other countries or periods?

(d) What contributions to our modern architecture have come from Classic peoples, western Europe, the Orient?

(e) Have we examples in our town? In what ways can an appreciation of buildings and landscaping add to one's happiness?

(f) What subjects in high school provide a background for the appreciation and understanding of architecture?

Lesson 3—Collecting:

The collection of autographs, books, pictures, coins, insects, rocks, stamps, curious and whatnot constitutes a delightful recreation and has a decidedly cultural value. There are so many fields for making collections that this hobby is highly interesting. Collecting is also an avocation that can be continued a lifetime and in the course of time helps form delightful social contacts. Many men fall back on their collections as a retiring hobby when they would otherwise find life empty.

Lesson 4—Discussion:

(a) What collections have been made in our town? Why do educational institutions and cities maintain museums? What is a stamp collector called? a coin collector? a book collector?

(b) What experiences grow out of autograph collecting? (Edward Bok as a boy formed wonderful personal contacts with great men of that day. He became acquainted with Bryant, Longfellow, Emerson and Beecher.)

(c) How many pupils of this group have had collections? What high school subjects train a pupil to make a systematic arrangement of collections?

Lesson 5—Conversation:

Bacon said, "Speaking maketh a ready man." Many cultured people testify that the ability to meet and talk with other people is one of the most educational factors in their lives. Conversation of the right sort is highly cultural because it requires a background of ideas. The talented conversationalist is always sought after. Conversation is an art which many forms of social entertainment crowd out. College graduates often lack this charming quality. They fall in one of three classes with respect to the ability to converse; the choice ones, who are really educated, draw upon the wealth of information and inspiration of their schooling for delightful social intercourse; the unoriginal ones, who went to seed pedantically, use their training to bore their friends; and the unfortunate ones, who ceased to pursue cultural interests at graduation, are limited to gossip, weather and professional sport.

It is, therefore, of vital importance that young people accustom themselves to developing this talent. A home room period now and then devoted to talk on some current event of cultural or social interest would be well spent. The adviser should take the part of a skillful host or hostess and lead the discussion in such a way as to develop taste and good form and bring out contributions from the backward pupils.

The secret of successful conversational powers lies in broad interests and sympathies and in the ability to draw out as well as to contribute. Therefore, one who would talk well must learn to listen and he who would express himself well must see to it that his mind has ideas to express.

Lesson 6—Discussion:

- (a) How long will "good looks" carry one through life?
- (b) What do we call a person who can talk on only one subject?
- (c) When is there danger of talking too much?
- (d) What high school subjects or experiences develop conversational ability?

Lesson 7—Games:

This field represents an increasingly growing avocational interest. While it is true that there is a certain value in being a spectator there is much more in being a participant. There is a wholesome awakening to this fact and educators are beginning to question that policy which lavishes attention on a select few and ignores the needs of the many. Educational institutions are beginning, therefore, to broaden their athletic interests with the idea of developing all pupils. Since there is so much of the world's work done indoors

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in our modern life, the interest in games is a very important one. It is worthy of attention of young people, however, that this interest should be developed in a field of exercise which will be of a life interest and not merely a brief period of overtraining. It would be bad for the conventional athletic program of the school if a boy participated in each of the major sports one year only, but it would mean a broader physical education for the boy. The time will come, no doubt, when the school will develop more training in a permanent sport interest.

Lesson 8—Discussion:

(a) Should the school spend as much money for girls' athletics as for boys'?

(b) What games do athletically inclined people play throughout life?

(c) What type of boy and girl need the game type of recreation most?

(d) What type least?

(e) What is the attitude of our city government toward games and playground equipment?

(f) What games can be played by both parents and children?

(g) How old can one be and still participate in outdoor games?

(h) List some games that balance a dozen leading vocations.

Lesson 9—Music:

Aside from its vocational aspect music is one of the finest avocational interests. It is a good illustration of consumption or production in leisure. Few can be great producers of harmony, but all should be good consumers.* Free instruction in the public schools, the phonograph and the radio have added immeasurably to the enjoyment of music. Community singing is rapidly becoming a feature of many kinds of meetings. Every school should learn to sing the songs that develop school spirit, patriotism and reverence.

Some pupils will elect music with the idea of making it a vocation; these should plan another kind of activity for an avocation. The great majority, however, should not neglect music purely as an avocational interest. In the Home Room there is a fine opportunity to work up such an interest in a four-piece orchestra coöperating with a pupil choragus to lead in the singing of good songs.

Lesson 10—Discussion:

(a) Why is music used so extensively in religious exercises, in warfare and in conventions?

* *Ears to Hear* by Daniel Gregory Mason, American Library Association, 86 East Randolph Street, Chicago.

(b) What are some of the great songs which have influenced whole nations?

(c) What does jazz contribute to permanent appreciation and enjoyment of music?

Lesson 11—Nature:

*To him who in the love of Nature holds
Communion with her visible forms, she speaks
A various language; for his gayer hours
She has a voice of gladness, and a smile
And eloquence of beauty, and she glides
Into his darker musings, with a mild
And healing sympathy, that steals away
Their sharpness, ere he is aware.*

—WILLIAM CULLEN BRYANT.

This fortunate individual is not capable of being bored, being lonesome or being sad. The cycle of the seasons, the wonders of the firmament, the stories in stones, the message of the flowers and the fascination of animal life are vistas through which any one may find a viewpoint which will broaden much his existence.¹

In primitive times the forces of nature were sources of terror, and man's actions were profoundly as well as ignorantly affected by them. With an appreciation of the wonders of the natural world there have come, however, a sense of power and an attitude of joyful understanding of the universe which are constantly increasing the possibilities of human life. Every pupil can draw upon this great source of power and pleasure by interesting himself in the world about him.

Lesson 12—Discussion:

(a) What subjects in high school help acquaint one with the world of nature?

(b) What vocations are based upon an understanding of natural phenomena?

(c) What types of workers should cultivate an interest in birds, flowers, rocks, stars?

(d) Why should a school have a museum?

(e) Could a Home Room gather material to illustrate some phase of nature's wonders?

¹ The booklets published by the American Library Association on *Biology* by Vernon Kellog, and *The Stars* by Harlow Shipley will be helpful to the teachers in suggesting points of interest in these fields. There are many books on bird life and sets of colored cards which can be used to help pupils identify fifty or more of the common native birds.

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(f) What great characters have withdrawn from the world of affairs to refresh their minds in the contemplation of nature?

(g) What great compositions of art, music or literature have been inspired by a love of nature?

Lesson 13—Painting:

"Great art demands passionate appreciation."

In many cities business and professional people have organized sketch classes under the leadership of an artist as a delightful means of recreation. Among the charming interests of any community is the appreciation of good pictures as shown by attendance at exhibits and lectures on art. The measure of one's æsthetic culture is his attitude toward opportunities to enjoy this beautiful form of human expression. Why is all this true? It is true because in every being there is a yearning for the good, the true, the beautiful, and if given the proper recognition in early years, this desire will grow and contribute to the fully developed cultured personality.

Contrary to common opinion it is not necessary to be a "high brow" to appreciate fine paintings. It is not difficult for any pupil in high school to know some of the qualities of a good picture. Samples of good composition cut from art catalogues or penny classics studied and placed in career books will add materially to lasting appreciation. One of the best little books for such study is Henry Turner Bailey's *Pleasure from Pictures*, published by American Library Association. It should be read by the adviser before presenting this lesson for its simple directions for developing an intelligent interest in pictures.

Lesson 14—Discussion:

(a) Does the school own any paintings or prints of great paintings?

(b) Are there any paintings in the public buildings of the city?

(c) A famous artist once painted out the threads of the table cover in his representation of the "Last Supper" because an admirer pointed out their "naturalness." Why did he do this?

(d) A friend of mine once pointed out how exactly the artist had represented the grain in the wood of a well-known picture. Was his observation that of intelligent appreciation?

(e) Which is a better *likeness*, a photograph or a portrait? What makes a portrait a work of art?

(f) Does an artist always think of the interpretations that enthusiastic admirers ascribe to his painting? Should a picture be "analyzed" in detail to provide enjoyment?

Lesson 15—Reading:

*There is no frigate like a book
To take us lands away,
Or any coursers like a page
Of prancing poetry.*

—EMILY DICKINSON.

Of all the avocations the cultivation of the habit of good reading is perhaps the most popular and by all odds the most cultural. It is the chief means of providing a good conversationalist with something worth while to talk about, it broadens the interest in the world's affairs and furnishes a vicarious experience for those who cannot travel or mingle in great events. It is a sure means of intellectual growth for the person who cannot continue his schooling and also a diverting entertainment for all men who seek it.

There is only one danger in reading. People who do confining work or whose vocations are concerned with books and reading should plan a major part of their recreation in some opposite type of leisure. The temptation for a teacher, preacher or librarian is to read too much and to neglect some of the other desirable means of balancing their interests. Conversely it is true that many people, frequently college graduates, who have little intellectual life in their regular employment rely upon newspapers and popular magazines for their leisure reading.

No periodical can take the place of a book and in this age of free libraries and inexpensive editions, it is inexcusable for any one to neglect the wonderful opportunity of enjoyment and improvement offered through good books. There are many well educated people who never had much schooling and there are many ignorant graduates of great institutions. The difference lies in the amount of thoughtful reading done in leisure time. The habit must be formed in youth. The worst failure in an English course is the pupil who passes a high test in literature and then never picks up a well written book for his leisure reading in after years. Evidence of success in English lies not in meeting certain requirements but in developing a love of the best in biography, drama, poetry, romance, and travel as presented by good writers of all times.

Lesson 16—Discussion:

(a) How many pupils in this group have library cards which they use to draw books during the summer?

(b) How many pupils own a shelf of books other than textbooks or reference works?

(c) What interests are likely to crowd out a love of good reading?

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(d) Are these interests of the type that lead to permanent satisfactions?

(e) Should a pupil who is planning to be an engineer elect drama and poetry in high school?

Lesson 17—Sculpture:

There is inspiration in the thought that in learning to enjoy good art we are actually making ourselves better citizens and contributing to the welfare and advancement of the land that we love. And then when unusual talent appears unheralded we shall be able to recognize and protect it—perhaps the greatest privilege of all.

—LORADO TAFT.

The appreciation of sculpture is perhaps the most retarded of any art interest in America. There are two reasons for this lack of interest and enjoyment of this medium of artistic expression. Only within the last hundred years has native talent produced sculpture and much of that produced has been extremely bad. With the contributions of St. Gaudens, French, MacMonies, Taft, Bartlett, Barnard and Fraser this situation has been greatly changed. These men have produced works that are no mean part of the world's treasures in plastic art.

It is important, therefore, that young people be introduced to this field through becoming acquainted with casts or pictures of worthy sculpture rather than to think of this great field in terms of mediocre castings and carvings. Three suggestions are in order to stimulate interest in sculpture as a hobby or leisure time project:

(a) The teacher should read and use the material for judging good sculpture in Lorado Taft's charming booklet on *The Appreciation of Sculpture*, published by the American Library Association.

(b) The Home Room should secure catalogs of companies which make good casts and use cuttings from their illustrations in career books.

(c) A survey on local sculpture should be made and appraised in the light of good criticism applied to its fitness and merit.

Lesson 18—Discussion:

(a) Would a cast from the form of a person make a good piece of sculpture?

(b) Why can nude statues be exhibited in some communities and not in others?

(c) What constitutes the real basis for a work in drama, painting or sculpture being immoral?

(d) What significance is there in the fact that one of our great American sculptors found his life work in serving as a workman

in repairing some broken casts at a university museum? What subjects in the high school curriculum will help one build a background for an intelligent appreciation of sculpture?

Lesson 19—Service:

*Not what we give but what we share,
For the gift without the giver is bare;
Who gives himself with his alms feeds three,
Himself, his hungering neighbor, and me.*

—JAMES RUSSELL LOWELL.

The finest use of leisure time from the standpoint of character is the giving of one's self in service to one's fellowmen. A big contributor to the community chest who never needs to take up the slack in his money belt to do it or who never comes into personal contact with the chest's beneficiaries misses the joy of service. The citizen who merely keeps out of jail and does not make himself a positive force in the community's welfare program is denying himself as well as the unfortunate a reward a king might covet. Look into the lives of the city's unselfish men and women. Their lives are full and happy in service to others.

Early in life every pupil should cultivate an interest in helping his school whenever it organizes for welfare work. This spirit should animate each one in his daily contacts. It is the only preventative of a selfish ingrown character. It is this spirit of public service that is the hope of democracy and the sure way of attaining a noble character. Too many pupils come to high school with the idea of getting instead of giving. "He that loseth his life shall find it." The school without a spirit of coöperation and service as its ideal is dead and its graduates will hinder rather than help usher in the day of greater things for the city, the nation and the world. Now is the time to look about and to find a place for service in school, in church, in civic affairs.

Lesson 20—Discussion:

- (a) What opportunities for service are available in this school?
- (b) What welfare agencies in the city provide a place for a boy or girl to serve?
- (c) Is service a type of recreation which will pass away with age?
- (d) In what way do selfish men retard the progress of a community?
- (e) Who are some of the great personalities in service in the world's history?
- (f) What is the difference between a welfare worker and an uplifter?

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(g) What is a safe line of demarcation between service and snooping?

(h) List a dozen vocations and pair with them types of service which balance well.

8

OUR LIBRARY

AN APPRECIATIVE AND INSPIRATIONAL STUDY FOR ALL HOME ROOMS

Theme: *The Influence of Books*

Books may be ornaments, tools, or friends.—LYMAN ABBOTT.

INTRODUCTION

"At the September meeting of the staff, attention was called to the desirability of stressing certain cultural influences in the school this year. At that time, special mention was made concerning the emphasis which should be placed on books as the tools of culture.

Subsequent bulletins have specified other agencies which should be used by teachers to attain this ideal. This has been done with the belief that scholastic ideals can be appreciably raised under the leadership of scholarly teachers who persistently bring to bear upon young people the beauties of the intellectual life.

A few weeks ago Miss Gertrude James suggested the idea of popularizing the library as a place of study and cultural environment.

Her suggestion fitted in so well with our theme for the year that I not only encouraged her to work out her idea but urged her to prepare a syllabus which might be used in all home rooms. She has done so and in submitting it in mimeographed form to all teachers, I take this opportunity to commend her work.

One who saw the syllabus in manuscript form spoke of it as "a piece of creative art." It is all of that and also a splendid example of service to the school. It forms a tangible background for the suggested attitude toward books which we are attempting to create.

M. S. H.

SECTION I

The library as a beautiful room

A. *No decoration with wallpaper or fresco can make a room as attractive as it can be made with low bookshelves filled with the*

works of standard authors and leaving room above for statuary and pictures.

—LYMAN ABBOTT.

B. Interpretation of the pictures and sculpture.

1. The Song of the Lark.....by Jules Breton
The picture hangs to the right of the stage as you face it. It is a picture of morning, sunrise, and song. The girl in the picture faces sunrise and, back of her, is a golden morning sky. The lark sings high in the heavens and she listens with face upturned to them. It is a picture full of youth, hope, beauty and song. The girl, sickle in hand, goes forth to reap as all youth must. Her harvest in the early dawn is joy in youth and beauty. There is both distance, space, and glorious light in the picture.

—EMMA J. FORDYCE.

Following are two stanzas from a poet interpreting the lark, whose song we do not hear in this country.

TO A BIRD AT DAWN

*O bird that somewhere yonder sings,
 In this dim hour 'twixt dreams and dawn,
 Lone in the hush of sleeping things,
 In some sky sanctuary withdrawn;
 Your perfect song is too like pain,
 And will not let me sleep again.*

*I think you must be more than bird,
 A little creature of soft wings,
 Not yours this deep and thrilling word—
 Some morning planet 'tis that sings;
 Surely from no small feathered throat
 Wells that august eternal note.*

—RICHARD LE GALLIENNE.

Shelly, Wordsworth, and Shakespeare have all written inspiring lines to the skylark. Composers also have tried to catch the song of the lark in music.

2. Memorials.

a. To the right of the door as you face it.

1. Copy of the Alice Freeman Palmer Memorial at Wellesley College.

This was given by the alumni of Washington High School in memory of *Carrie M. Palmer*, teacher of English in our school from 1889 to 1923 and, when she died, head of the English department. The fol-

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lowing lines, written by Caroline Hazard about Alice Freeman Palmer, interpret both the picture itself and the spirit of *Carrie M. Palmer*:

*"We loved her for the loving thoughts which sped
Straight from her heart until they found their goal
In some perplexed or troubled human soul,
And broke anew the ever living bread."*

2. *A Landscape*, given at the same time as the above, by the alumni, in memory of *Carrie M. Wildey*, a teacher of mathematics here for twenty-five years. She loved the out-of-doors and especially trees, as Joyce Kilmer expressed it in his poem:

TREES

*I think that I shall never see
A poem lovely as a tree.
A tree whose hungry mouth is prest
Against the earth's sweet flowing breast;
A tree that looks at God all day,
And lifts her leafy arms to pray;
A tree that may in summer wear
A nest of robins in her hair;
Upon whose bosom snow has lain;
Who intimately lives with rain.
Poems are made by fools like me,
But only God can make a tree.*

b. To the left of the door as you face it.

1. *Plaque* with the head of a scholar in cap and gown, in relief. This is *Jeffrey Hrbek*, one of the most brilliant pupils who ever graduated from this school. He taught here awhile and was later called to the University of Nebraska as the first person to occupy the chair of Slavic Languages. He died young of typhoid fever.

c. Over the book-case on the south wall.

1. *The Shaw Memorial*.¹

Colonel Robert Shaw, commander of the fifty-fourth Regiment of Massachusetts' Infantry of colored troops, was killed at the head of

¹ Since this was written an original bust of Lincoln by St. Gaudens has been presented to the school by *The Cedar* board and now occupies the place of honor in the center of the library.

his command while leading the assault on Fort Wagner, July 18, 1863. *By far the noblest monument in Boston, a monument positively thrilling as well as beautiful, a monument which, though standing unobtrusively, just recessed from the sidewalk, is astonishingly effective in its splendid setting between the two great trees that shade it, is a sculpture by St. Gaudens, which vividly presents in deep relief, not only the figure of the gallant Colonel Shaw, but figures of the negroes who bravely followed him to a brave death. It is a memorial to the spirit, even more than it is a monument to men. This memorial—the most successfully placed monument in America—stands at the highest point of the Common close to the spot where the War Governor of Massachusetts stood to see Shaw and his regiment march by; and fittingly, here, these soldiers in bronze will forever go marching on.*

—ROBERT SHACKLETON.

3. The others.

a. To the left of main door (in order)

1. Bust of Sir Walter Scott
2. Westminster Abbey
3. Tower Bridge, London (poster style)
4. Lazarusby Elihu Vedder
5. The Bridgeby Corot
6. Christ at 12 yearsby Hoffman
7. Dante
8. The Blessed Damozel.....by Rossetti

b. To the right of main door (in order)

1. Lincolnby Borglum
2. Bust of Apollo
3. Portraitby Velasquez
4. A photo-engraving
5. Landscape
6. Charles the First.....by Van Dyck

4. The silver loving cups.

These are emblems of victory in extra curricular events. May we take them as symbols of our victorious living in Washington.

C. "The Lady of the Library."

Emma J. Fordyce, born and brought up in Cedar Rapids, is an integral part of the growth of this community. Her teaching experience has been centered here, so that all over the city run her lines of influence, and even as far into the world as the graduates of Washington High School have gone. She is still very devoted to young people, as they are to her. Recently a former pupil of hers who was living two hundred miles from the little village in the hills where Miss Fordyce

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was spending her summer, drove in his car as far as he could into those hills and then walked four miles up the mountain to see her.

She has seen the development of our library from a small room with one or two long tables and a few books into this useful and beautiful study. She puts her whole heart and mind into her teaching. And that heart and mind have been well cultivated by wide travels in this country and abroad, by a varied reading in literature and world affairs, and by a broad contact with life. This Lady of the Library has a wealth of experience, a depth of appreciation of the good, the beautiful and the true, and a fund of information for those who are wise enough to seek her out.

SECTION II

The library as a workshop

- A. Here the books are tools, such as dictionaries, encyclopædias, geographies, reference books in the various fields.
- B. No other high school has a more up-to-date workshop.
 1. A well-selected library.
 2. Free access to the shelves.
 3. Librarians to assist in getting the right material.
 4. No waste of time in going from study-hall to library.
 5. Library tables and chairs, rather than formal desks and benches.
- C. Conduct in the library should be based on *the rights of others* and *the good of all*.
 1. Each pupil has a *right* to a place at an orderly table where he can accomplish his very utmost.
 2. In this atmosphere whispering to one's neighbor is out of place. You may not think it disturbs others, but it does.
 3. Discuss the following direct quotations from pupils:
 - a. "I feel more like whispering in the library than anywhere else in the school. If I were sitting at my own desk behind some one else, I should not be tempted to talk."
 - b. "May I sit somewhere else to-day? I have so much to do and they 'cut up' so at my table, I can't do it."
 - c. "Yes, the pupils whisper a lot at my table, but I have a lot of little brothers and sisters at home and I have learned to study in spite of their noise."
 4. Prompt starting to work at the ringing of the tardy-bell and sticking at it for the full forty-five minutes is the best

insurance policy against failing. Idleness and failure go hand in hand.

5. In a library one is expected to "*step lightly, please,*" thus making the freedom in moving about as little of a distraction as possible.
- D. The very atmosphere of the library makes it an ideal place to work,—an atmosphere surcharged with activity, that, like an electric current, passes along from one to another, the industry of each individual making it easier for all to accomplish much.
- E. How the library is classified.

The Dewey decimal system.

1. Ten classes of books:

Class 1	000-099	<i>General Works</i> , periodicals, etcetera.
" 2	100-199	<i>Philosophy</i> , psychology, etcetera.
" 3	200-299	<i>Religion</i> , mythology.
" 4	300-399	<i>Sociology</i> .
" 5	400-499	<i>Language</i> .
" 6	500-599	<i>Natural Science</i> , chemistry, etcetera.
" 7	600-699	<i>Useful Arts</i> , engineering, etcetera.
" 8	700-799	<i>Fine Arts</i> , painting, etcetera.
" 9	800-899	<i>Literature</i> .
" 10	900-999	<i>History</i> , geography, biography, etcetera.

2. These classes are divided into groups and groups are divided into decimal fractions.
3. Books are arranged on the shelves in the order in which these class numbers come. For instance, books on *birds* (598) come before those about *music* (780). *English histories* (942) come before *United States histories* (973).
4. All books in the library dealing with the same subject will have the same class number. For example, *all* the books on *birds* will have the number 598 on the back.
5. Books having the same class number are arranged alphabetically by the last name of the author. For example, a book about *birds* (598) written by Chapman would come on the shelf before one written by Hawksworth.
6. *Problem.*

Arrange the following sets of numbers as they should be on the shelves:

973	822.3	510	973.2	822	937
F	S	A	D	S	M
973.7	970.1	900	8.2		
T	G	N	D		

- F. *Care of Books.*

1. The first time you open a new book, lay it on a table and hold all the leaves upright with one hand. Press down

along the hinge first one cover, then the other. Then press down along the inside edge a group of leaves, first at the front, then at the back, until you have gone all through the book. If it doesn't lie open flat, repeat the process.

2. To carry note-books, pencils, combs, powder-puffs, etcetera, in library books breaks the binding.
3. To turn the corners of the leaves disfigures the pages.
4. Protect books from rain, snow, mud, etcetera.
5. Books are defaced by tearing, cutting, or marking. Think of all the people who will use the book when you have returned it to the library.
6. "Play fair" with the library.
 - a. You have free access to the shelves.
 - b. This gives you a chance to "meet" and "become acquainted" with other books than the one for which you may be looking.
 - c. *Each* book is bought for *every one* in the school. When books disappear, one thousand pupils and teachers are deprived of the use of those books. Many books have already disappeared from our library.

G. *Rules for Use of Library.*

1. Report topics at desk. This is to get the *best service*. The librarians have all the references and can point out the best one for you.
2. Books wanted over night.
 - a. Get them period 7 or after school.
 - b. Return them before Home Room period so as to get them back on the shelves ready for use period 1.
3. Books may be reserved for after school.
4. Sign at desk for periodicals you remove from file and check off when returned.
5. There is a fine of twenty-five cents an hour for books overdue.
6. There is at the desk an index to magazine articles.
7. There is a file of magazines and papers in the supply-room.
8. There is a *Reader's Guide* at the desk.

SECTION III

Books as friends

A. Reading as a habit.

It is remarkable how much any one can accomplish by the habit of steady reading. There are many business men in America to-day, who, in spite of the fact that they have only

short intervals of leisure, have made themselves profoundly learned often in rather large areas of history. Their secret is to use regularly the briefest intervals of the day. If they have ten minutes, they read; if only five, they still read. The man who assumes that some day he will have plenty of time to improve his mind will probably go unimproved to the grave.

—JOHN ERSKINE.

in What Education Means to Me, *American Magazine* for October, 1928.

Just such brief intervals "before the bell rings" may be used to good advantage in the library.

B. Difference between reading and study.

Reading is an activity quite different from study. Select the book that suits your inclination, that interests you. If Scott does not interest you and Dickens does, drop Scott and read Dickens. It is as true of books as of people,—you need not be any one's enemy; but you need not be a friend with everybody.

In study, on the other hand, it is wise to make your will command your mind, and go on with your task, however unattractive it may prove to you.

—LYMAN ABBOTT.

C. Building up one's own library.

Books that are friends ought to abide in the home.

—LYMAN ABBOTT.

1. Lack of space in the modern home usually prevents gathering a *large* library.
2. In general one needs few books as *tools* in the home, an *atlas*, a *dictionary* and an *encyclopædia*.
3. Books that are to be mere acquaintances may be borrowed from the public library and returned.
4. One's own edition of a favorite book takes on a friendly aspect. The owner of the book may pencil on the margin or on the back pages, memoranda, comments of agreement or disagreement, favorite passages, or his own reflections.
5. How many volumes do you already have in your personal library?
6. Have you ever tried to select the ten volumes you would take with you if you were going to be wrecked on a desert island?
7. The following lines express one's feeling toward one's favorite books:

*When I was a sprig and my standards were low
Uncritical, unautocratic,*

*I used to exult in Jack London and Poe,
Which I read in bed, bathroom, and attic.
Alas, that's the truth of my terrible youth
Such the books I thought away above par.
Gee, I thought they were great in my juvenile state—
And I still am convinced that they are.*

—BENET, *Books et Veritas*.

D. Conclusion.

*We get no good
By being ungenerous, even to a book,
And calculating profits—so much help
By so much reading. It is rather when
We gloriously forget ourselves, and plunge
Soul-forward, headlong, into a book's profound,
'Tis then we get the right good from a book.*

—ELIZABETH BARRETT BROWNING.

9

SPECIAL FUNCTIONS

Announcements can be well managed through the Home Room by means of the daily bulletin. During this period a teacher can discuss the announcements and answer questions without feeling that regular recitation time is being taken. The sample bulletin given here is divided into three parts. The "announcements" are for pupils, the "notes" are for teachers only and the "specialgram" is a daily message from the office.

WASHINGTON DAILY BULLETIN November 23, 1928

Note

Friday

1. Regular staff meeting Monday afternoon, December 3, at 3:35. At this time there will be an announcement in detail concerning the closing of the fall semester and directions for registration for the spring semester.

M. S. H.

Announcements

1. B. G. A.'s are reminded of the excursion to the insurance office on Monday at 3:30. N. G. Boyack.

2. Seniors whose names were announced yesterday will please keep in mind the conference in the Martha Washington room the fifth period to-day. The names of those announced will be used as a roll and a pink slip posted as for classes.

3. Band pupils are to be excused to-day to play for the Grant

game. Call at the attendance office for slips and complimentary tickets between 2:55 and three o'clock. M. S. H.

4. Registration for the spring semester will begin Tuesday, December 4. All slips must be completed by Thursday, December 13. Pupils should begin to plan at once for their spring work.

M. S. H.

5. The following seniors are invited to attend a conference with the principal in the Martha Washington room Monday during the sixth period. There will be opportunity to discuss questions of interest to the group as individuals or as touching policies of the school. Please plan your work accordingly.

Gertrude Coffin	Dorothy Dvorak	Robert Ellis	Charles Fackler
John Frick		Verne Fussell	Onalee Hankins
Evelyn Havlik	Marna Height	Vernon Hense	Mary Hilbruner
Thelma Howard	Katherine Jenkins	Millard Johnson	
Betty Jones	Gladys Jones	Harold Kolar	Jerome Kriz
George Kuba	Ben Leinbaugh	Grace Randa	
Lucille Seltrecht	Edna Stillman	Robert Stinson	La Verle Wright

6. There will be a special meeting of the Clio Club at 3:25 in the library to-day Important!

7. Two hundred and ninety-six years ago to-morrow Spinoza was born.

Specialgram.

Democracy is the most reasonable form of government; for in it every one submits to the control of authority over his actions, but not over his judgment and reason; *i.e.*, seeing that all cannot think alike the voice of the majority has the force of law.

—BENEDICTUS SPINOZA.

Ticket selling, whether on the community chest plan of one campaign for all exculars or for individual events, can be conducted in Home Rooms to a great advantage. Especially is this true when the groups are on the grade basis. All juniors can be reached for a class sale without disturbing the rest of the school and the teachers concerned are the teachers identified with junior class affairs.

School banking can be handled in the Home Room period and a report by grades posted each week. The Home Room unit as shown by such a report narrows down responsibility to weak spots and develops class pride in improvement.

Registration, or expression of choice of subjects for the next semester, is a function which can be handled nowhere else as well as in the Home Room. No principal can know individuals well

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enough in a large school to advise them as well as a teacher who meets with the same small group every day. This advisory work is also valuable in keeping every teacher in touch with the whole curriculum. Here is one of the plans where the adviser can be of vital personal service to every pupil in her group. Through the agency of the Home Room the registration of any number can be accomplished in a very short time and all cards collected in grade order for quick use in the office.

A general bulletin of complete directions must be used to give the general plan of registration and necessary guidance for advisers to follow. Below are given three typical advisory statements which will help the advisers to adjust registration in the solution of individual problems. Each school will have its own particular directions to apply in the selection of subjects, and a bulletin explaining and directing the process of registration should be helpful not only to the pupils but in developing a broader and more intelligent interest among teachers. Frequently where the registration is a centralized office function, members of the staff are uninformed with offerings and requirements outside their own fields.

Preparation for Liberal Arts College

Pupils preparing for college should confine their elections to additional English, history, languages (not less than two years in any one), mathematics, and science. For Eastern institutions it is recommended that all language and mathematics offered be taken. In general it is inadvisable to present more than one unit of non-academic credit for college entrance anywhere. The college catalogue should be consulted at the time of tenth year registration because many institutions have special requirements which cannot be set forth in a general announcement of this kind.

Preparation for Professional Schools

Pupils preparing for dentistry, law, medicine, pharmacy, and teaching should elect Latin and science along with the regular liberal arts subjects. French and German are preferable for literature and research, Spanish for business.

Pupils preparing for art and music courses should plan to get a cultural background of subjects not ordinarily offered in specialized schools.

Pupils preparing for technical or engineering schools should elect heavily in mathematics and science and at least two years in a modern language. A year of drafting or shop work is acceptable.

Preparation for Business

Pupils preparing for a business career should bear in mind that the opportunities in this field are unequal for boys and girls. Girls

can elect heavily in commercial subjects and if proficient can usually find local employment. Boys have very limited local opportunities for bookkeeping or stenographic work. Those interested in executive work should, therefore, prepare for a business administration course in college by taking the liberal arts background and electing business geography, business law, salesmanship, economics and social problems. Commercial subjects are not recommended for college entrance.

Socially, the Home Room is an ideal unit for the development of right social ideals. There is, in fact, a question as to the educational outcome of the big high school social functions such as class or general "mixer". A school should be more concerned about the *cultural* features of social life of its pupils than about the *commercial*. Contrast the two ideals as set forth in these two sets of characteristic key words:

- | | |
|------------------------------|-----------------------------|
| 1. Home setting. | 1. Public place. |
| 2. Small group. | 2. Large crowd. |
| 3. Conversation and games. | 3. "Whoopee." |
| 4. Money secondary. | 4. Money primary. |
| 5. Amateur talent. | 5. Professional talent. |
| 6. Pleasure for others. | 6. Gratification of self |
| 7. Making friends. | 7. Scraping acquaintances. |
| 8. General participation. | 8. Activity of managers. |
| 9. Simplicity. | 9. Elaborateness. |
| 10. Host and guest relation. | 10. No personal obligation. |

Which apply to the large carnival affairs and class parties? Which characteristics are brought out in a small group party? It is true, of course, that many of the more desirable ones are cultivated in the large social units, but the general experience is decidedly of that type which is acquired in dance halls, amusement parks and other commercial entertainments.

In music the Home Room offers an opportunity for general enjoyment apt to be lacking in a school large enough to have the work in this field highly specialized. It is not uncommon to find such a school with well organized classes in technical instrumental and voice work and prize-winning glee clubs, bands and orchestras, but deficient in socialized music. With the Home Room organization, general interest and joy in music can be developed. In some schools each Home Room has its own song leader. These leaders meet with the music teacher in a song leader's class over a week for instruction in leading and in the selection of songs for use in Home Rooms. Each group is encouraged to develop a "family" orchestra and it is

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surprising what talent can be assembled and used in these little Home Room "sings". Later in the year classes under the leadership of the best leaders in each grade can meet in the auditorium at Home Room time or in class assembly time and sing as a class. A highly interesting and enjoyable program for a whole school is a song contest between classes. It can come toward the end of the year and will stimulate the Home Rooms and classes to put forth their best efforts. It has many advantages over the usual music contest between schools and has at the same time all of the contest virtues. The program reproduced below indicates the plan followed in conducting such a contest.

CENTRAL HIGH SCHOOL
Aberdeen, South Dakota

THIRD ANNUAL SONG CONTEST

Committee

Clara Flemington, chairman; Marie Parsons, Frank Olson, Jessie Stewart, Ragni Sondergaard, M. S. Hallman.

PROGRAM

Class of 1926—Doris French, choragus; Frank Olson, adviser.

1. Cheer for the Freshies.
2. A Perfect Day.
3. Onward Christian Soldiers.

Class of 1923—Fred Nelson, choragus; Marie Parsons, adviser.

1. Senior Strains.
2. Auld Lang Syne.
3. Marseillaise.

Class of 1925—Alice Lippert, choragus; Viola Perry, Adviser.

1. To the Sophomores.
2. Aloha Oe.
3. Come, Thou Almighty King.

Class of 1924—Clarence Arendsee, choragus; Elinor Weisbrod, adviser.

1. Hail to the Juniors.
2. In the Gloaming.
3. How Firm a Foundation.

Points Considered in Judging:

- | | |
|--------------------------------------------------------|----|
| 1. Percent of class taking part..... | 30 |
| 2. Spirit of class during performance..... | 15 |
| 3. Coördination of leader, accompanist and chorus..... | 15 |

4. Interpretation of selections.....	15
5. Intonation and tone quality.....	15
6. Originality and merit of original song.....	10

Judges

J. T. Glenn

Madge King-Johnston

J. C. Lindberg

The Home Room is an ideal unit for small weekly programs on Friday mornings sponsored by a committee of five or six pupils. The training in assuming this responsibility is valuable and the audience being small helps the timid pupil prepare himself for more important public appearances.

Where class assemblies are held once a month certain Home Rooms and advisers in turn throughout the year can be responsible for programs. Such a plan eliminates the tendency to overwork a few "stars" and divides the assembly load among all teachers.

In a three-year high school class assemblies can be scheduled by the month; as, sophomore class on the first Wednesday, junior class on the second Wednesday and the senior class on the third Wednesday. This leaves the fourth Wednesday (or any other day of the week assigned for assemblies) for the whole school to meet. In view of the fact that pupil participation is one of the most desirable results of assemblies such a scheme affords abundant opportunities for the development of many different pupils. There is a question as to the value of general assemblies every week unless the program is of unusual excellence. The mediocre program does not justify school time merely for furnishing an audience.

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PRACTICES IN OTHER SCHOOLS

A great number of schools have established successful practices of Home Room procedure. The authors have come into contact with a number of those and consider it would be impossible to list the outstanding ones, and it would also be unjust. However, in discussing this program it is necessary to mention a few schools which have for a number of years been carrying on a successful Home Room organization.

Central High School, Tulsa, Oklahoma, is one of the outstanding schools and the following quotation from an article by former Principal Merle Prunty¹ explains their general plan:

¹The Twenty-fifth Yearbook of the National Soc. for the Study of Educ., Part II, Extra Curricular Activities, 1926, Public Sch. Pub. Co., Bloomington, Ill.

HOME ROOM PROGRAMS

Administration of the Home Room Program: The high-school student body is this year assigned to sixty-six heterogeneous, unstratified, non-segregated Home Rooms of fifty students each, of which seventeen are for freshmen, nineteen for sophomores, seventeen for juniors, and thirteen for seniors. In view of the fact that students are grouped homogeneously in their academic classes and segregated in much of their work, we feel the Home Room should be a cross section of each class. A class director with two assistant class directors is assigned to each of the four groups of Home Rooms, and they, with their respective groups of Home Room teachers, go through the four-year period with the same students in so far as this is administratively possible. Home Room teachers and assistant class directors carry a full teaching load of five periods. Class directors teach three classes massed in the middle of the day, but with a single preparation. The Home Room is not only the administrative unit of the school, but an instructional unit as well.

Common Elements in the Home Room Programs: The Home Room program not only provides a rich opportunity for directing appropriate school procedure, but offers as well a unique opportunity for instruction and practice in the acquirement of desirable citizenship attitudes. The elements common to all Home Rooms are:

- (1) Applied appropriate parliamentary procedure;
- (2) Study and practice of the principles of thrift;
- (3) Discussions of desirable student citizenship qualities and the formulation of suggestions affecting student policies both within the school and in the community;
- (4) Weekly reports from the house of Home Room representatives;
- (5) Support by subscription, purchase of tickets, and the making of contributions to the various school or community activities;
- (6) Sympathetic personal counseling, directive conferences, and educational guidance. All registration details are cared for in Home Rooms, so that we are able to run a full day of school the opening day of each new semester;
- (7) Election of school officers, including the discussion and evaluation of desirable officer traits, the selection of nominating delegates, and balloting on nominees in the final election;
- (8) Promotion of school art league through a penny-a-week contribution and study of the school's art exhibits;
- (9) Daily reports from the fellowship committee regarding students absent from school on account of personal illness or for other reasons;

- (10) Study of Hutchins' Ideals of the Good American, Collier's Moral Code for Youth, learning of the American's Creed, Preamble to the Constitution, national anthems, pledge of allegiance to the flag, and study of flag etiquette;
- (11) Learning the school's creed, student's prayer, school songs, school yells, and an understanding of the school seal and the coat of arms; and
- (12) The preparation of individual Home Room programs for class assemblies.

Core Content of the Home Room Program: The core of the freshman Home Room program is: first, a systematic study of the 154-page high-school manual of administration; and second, a study of appropriate manners for boys and girls in their various school contacts.

The sophomore core activity is a survey and study of the various vocations open to trained men and women in Tulsa; second, a study of manners in the home relations of boys and girls; third, personal efficiency analysis in study and habits of behavior in the school, in the home, in church, and in neighborhood relations; and fourth, a consideration of personal traits making for success in their temporarily chosen vocation, as derived from personal interviews with community leaders in those vocations.

The junior Home Room groups study: first, the world's great constructive inventions and discoveries which have freed man from arduous labor and discomforts, which have liberated his mind for constructive work, and which have contributed to his success and happiness. Second, they study appropriate dress and behavior for social functions.

The senior Home Rooms study: first, the makers of the world's great ideals in the various channels of our complex society; and second, the ethics of business and professional life and appropriate personal behavior in business and professional relations.

In more recent years Central High School has published three manuals, one for each of its senior high school classes. These manuals contain definite outlines of materials for the use of the Home Rooms.

Skinner Junior High School of Denver, Colorado, has some excellent mimeographed materials prepared for the use of their Home Room teachers.

The following schools have organized especially unique and effective Home Room programs:

Yorkville Junior High School, Manhattan, New York.
Troup Junior High School, New Haven, Connecticut.
Eastside High School, Paterson, New Jersey.

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Cherokee Jr. High School, Orlando, Florida.

Ben Blewett Jr. High School, St. Louis, Missouri.

High School, Summit, New Jersey.

Junior-Senior High School, Port Arthur, Texas.

Edison Junior High School, Harrisburg, Pennsylvania, has a combination Home Room—Community organization. The general type of organization is explained in a letter from Principal D. B. Wallize:

The Edison General Council, made up of the forty-eight Home Room presidents, meets the first and third Tuesday of each month from 1:00 to 1:55 P.M.; the Edison-Civic-Patrol-League is composed of a representative, elected or appointed as the case may seem desirable, from each Home Room; this organization meets the second and fourth Tuesday of each month from 1:00 to 1:55 P.M.; the student officers on Post Duty, Traffic, Special Civic Patrol, outside officers, cafeteria officers, etc., meet the first and third Monday of each month from 1:00 to 1:55 P.M. (Student officers on Post Duty at present number sixty-eight. Edison-Safety-Street-Patrol consists of a captain, a lieutenant, six corporals, and sixteen privates to have charge of street intersections adjoining the building, at dismissal time.)

Our school is twice as large as our auditorium. The school is divided equally, beginning with upper ninth and going down to lower seventh, into the Edison First Community, consisting of twenty-four Home Room sections, and the Edison Second Community, consisting of twenty-four Home Room sections. At present this division makes a few over nine hundred in each assembly. Each assembly has student officers who preside always. Each assembly also has student ushers and other floor officers to look after the order. Seating is by voice, arranged in four groups, soprano, alto, tenor, and bass.

The First Community assembles on Thursday from 1:00 to 1:50, the Second Community assembles on Friday from 1:00 to 1:50. One-half of the school has Home Room activity on Thursday the other half on Friday. On Monday and Thursday from 1:00 to 1:50 the entire school is in study and make-up period. At that time the band and orchestra have rehearsals. On Wednesday from 1:00 to 1:50 the hobby clubs hold their meetings.

THE END

